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THE ILLINOIS

SCHOOL JOURNAL

NORMAL, ILLINOIS.

VOLUME V.

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ILLINOIS SCHOOL JOURNAL.

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THE CHAMBERED NAUTILUS.

BY O. W. HOLMES.

This is the ship of pearl, which, poets feign,
Sails the unshadowed main,—
The venturous bark that flings
On the sweet summer wind its purpled wings
In gulfs enchanted, where the Siren sings,
And coral reefs lie bare.
Where the cold sea-maids rise to sun their streaming hair.

Its webs of living gauze no more unfurl;
Wrecked is the ship of pearl!
And every chambered cell,
Where its dim, dreaming life was wont to dwell,
As the frail tenant shaped his growing shell,
Before thee lies revealed,—
Its irised ceiling rent, its sunless crypt unsealed!

Year after year beheld the silent toil
That spread his lustrous coil;
Still, as the spiral grew,
He left the last year's dwelling for the new,
Stole with soft steps its shining archway through,
Built up its idle door,
Stretched in his last found home, and knew the old no more.

Thanks for the heavenly message brought by thee,
Child of the wandering sea,
Cast from her lap, forlorn!
From thy dead lips a clearer note is born
Than ever Triton blew from wreathed horn!
While on mine ear it rings,
Through the deep caves of thought I hear a voice that sings:—

"Build thee more stately mansions, O my soul,
As the swift seasons roll!
Leave thy low-vaulted past!
Let each new temple, nobler than the last,
Shut thee from heaven with a dome more vast,
Till thou at length art free,
Leaving thine outgrown shell by life's unresting sea!"

WHAT THE CHILD KNOWS OF NUMBERS WHEN HE ENTERS SCHOOL.

BY THOMAS M. BALLIET.

What is in the child's mind is a question which the teacher ought to be able to answer before she undertakes to begin the training of the child. In all teaching she must lead him to pass by natural steps from what he knows to what he does not know. "Pass from the known to the unknown," is very clear and simple, stated in this general way. Every teacher understands it. But its application requires a keen insight into the child's mind, a practical knowledge of psychology which not every teacher has. What does a child know of number when he enters school at the age of five or six, as the case may be? Does he know number at all? Is it true, as is often supposed, that he knows *numbers*, but cannot *add*, *subtract*, *multiply*, and *divide*? If he can count twenty with objects, or a hundred, does this prove that he knows these numbers? Does he know fractions? Does he know figures? What, in short, does he know of number if he knows anything? Unless a primary teacher can answer these questions, she must necessarily do blind and hap-hazard work with the child. If she does not know what the child knows, she cannot lead him to "pass from the known to the unknown."

Teachers often (we may say generally) suppose that the child knows numbers but does not know the processes called addition, subtraction, multiplication, and division. They imagine that he knows all numbers as far as he can count with objects, and all that he needs to be taught is the "four fundamental

rules" with these numbers. They of course assume that he knows nothing of fractions.

Does he know subtraction? Let a little boy six years old have three marbles. Another little boy comes along, takes two of them and runs off. The first boy cries. One of the marbles is brought back, but he continues to cry till the second is returned to him. He knew exactly how many were taken away. This is not difficult for him at all. He knows all about it. But now he comes to school and finds that this simple matter of having two marbles taken from you and crying till they are brought back, is full of mysteries. He finds that his three marbles are called *minuend;* that the two which the other boy had taken from him are called *subtrahend;* that the one which he had left is called a *remainder;* and that this whole business of stealing or taking away a boy's marbles isn't stealing at all. It is *subtraction.* These are all new words to him, full of mystery. So he must, before long, commit to memory definitions of them in order that he may understand them.

Before this, *two* meant two objects to him. He knows what *two marbles* means; but now the teacher puts a mark on the blackboard and calls this *one* mark *two.* If she should write two such marks, thus, 2 2, he could easily see why they should be called *two*, but how *one* mark can be *two*, whilst it takes *two* marbles and *two* nails, and *two* fishing hooks, to make *two*, he cannot understand. The teacher indiscriminately speaks of two marbles and of the figure on the board as *two.* He also learns that the sign, —, means that marbles had been taken away, and that the mark, =, means that some were left. But perhaps the greatest mystery of all is, that here is a trick by which you can find out the number of marbles left without having any marbles at all to show it, thus: 3—2=1.

There are three other little boys in the room. Hold out to him a handful of chestnuts and ask him to take enough to give two to each of the three boys. He does it without any hesitation. He knows how many three *twos* are. This is very simple. He had done the same thing often before. But now he comes to school; he finds that the two chestnuts he gave to one boy are the *multiplicand;* the six chestnuts he took are the *product;* the three little boys somehow or other are an *abstract number* called the *multiplier*, and the performance itself is *multiplication.* The mystery again is cleared up for him by making him, before long, commit to memory the definitions of these strange names. He again finds that *one* figure may mean *six* chestnuts, and another *one*, *three* boys, and that the game can be played without either boys or chestnuts, thus: $3\times2=6$. He notices, too, that the terms *multiplicand*, *multiplier*, and *product*, are applied to these marks, or figures, as well as to boys and chestnuts.

Take the boy home. As you step into the entry you find six over-shoes belonging to strangers. Ask him to look at those shoes and tell you how many strangers are in the parlor. He separates them, allowing two for each man, and finds that there must be three men. There is nothing difficult about it. He had done the same thing often before when he distributed peanuts and apples among his companions. He never had any particular name for the thing. He simply knew how to do it.

But when he comes to school he discovers that after all he knew little about it. He learns that the six over-shoes are the *dividend*, the two shoes belonging to each man the *divisor*, the three men are an *abstract number*, and are called *quotient*, as near as he can tell from what the teacher says. The whole thing is called *division.* The teacher again solves the mystery for him by having him commit the definitions of these terms.

From all this we can safely infer that the boy knew the numbers, *one*, *two*, *three*, and even *six*, in as far as it is composed of *three twos.* He knew the elements of addition, subtraction, multiplication, and division. What he did not know was the terms, the figures, and the signs,—the mere language of number, which has no essential connection with the thing itself. Terms, signs, and figures, at this early stage of the boy's development, are simply so much rubbish that stands between his mind and the proper object of thought. There is a time when they must be taught, but to introduce them soon after the child begins the study of number,

and for the purpose of teaching him number, is one of the common mistakes of the school room. There is no occasion for any of them before the middle of the first year, or the beginning of the second.

Do children, six years of age, know anything about fractions? Give a cake to three little boys, and a knife, and see whether they will have any difficulty in finding how to cut it so as to give each an equal piece. True, they do not know the name, *one-third*, nor the expression in figures for it, but do they not know the thing? After one boy has taken his piece of the cake, do they not all see that two pieces are left, *i. e.*, that three-thirds minus one-third equals two-thirds? If two boys cut an apple into two parts so as to share it equally, can they not see that each half, if again cut into two equal parts, is equal to those two parts? This is reduction of fractions. Can they not see that in each larger piece there are two smaller pieces? This is division of fractions ($\frac{1}{2} \div \frac{1}{4} = 2$). Can they not see from the pieces they have that one-half of one-half is one-fourth?

Nearly all children of ordinary intelligence, six years of age, know most or all of what we have here assumed. They do not know terms, they cannot formulate what they know, but in their play and their dealings with one another they are unconsciously guided by these truths. If children do not know the elements of addition, subtraction, multiplication, division, both of whole numbers and of fractions, before entering school, a great deal of their play would be utterly impossible.

It has been found, by careful examination, that few children know numbers above three when they enter school (except in the case in which they know six, when they can find the twos in it, which they can do by knowing two and three, without being able to recognize six as a group).

What is properly called "counting," has nothing to do with number except the number *one*. It consists of learning arbitrary names of units in a certain order and thinking of one at a time. A child may be taught to count fifty with objects, and yet not know more than *one*. "Counting by twos," or "threes," is not counting at all, but addition.

We have, in a general way, and, we believe, with some accuracy, indicated what the average child knows of number when he enters school as well as what he does not know, and how the teaching of number in some of our primary schools must appear to his mind. Such general statements as we have made, however, do not answer all individual cases. Each child must be carefully examined. Every child knows the number, one, when he enters school, most children know two and three, and some know four. Only an examination can determine exactly what each one knows, and enable the teacher to make a proper classification of them.

In view of all that has been said, let the teacher of a primary school constantly bear in mind the following:

(1.) A child cannot possibly think of numbers except as he thinks of things. As long as the child has not the power to think of objects except when they are present, objects must be used; just as soon as he can think of them in their absence, their use should be discontinued. A child cannot think of an abstract number. When children are supposed to be thinking of an abstract number they are thinking either of a figure or a word, neither of which has any essential connection with the number.

(2.) Figures, signs, and terms, need not be taught at all the first year. Only the most skillful teachers can use them the first year of the child's school life without doing harm. When they are taught, they should be taught simply as the language of number.

(3.) If the numbers up to ten are taught the first year thoroughly it is a very good year's work.

CARELESS WORDING OF TEXT-BOOKS.

BY B. B. JAMES.

In the last number of THE JOURNAL some well-taken thrusts are made at some authors by S. Y. G. Most of the passages quoted are senseless on a close inspection, some are only limited statements of the truth, some entirely wrong.

He quotes: "The pressure on any part of the side of a vessel is equal to the weight of a column of the liquid having for its base the

given part of the side, and for its altitude the perpendicular distance of the center of gravity of the part below the surface." He then asks if this combination of words means anything, and "if so, what?"

I never saw this wording of the principle before, but it seems to me to be at once clear, concise, and true. One or two words are omitted, which are evidently suggested to the student by the context, if, indeed, we may call them omitted; for if they were supplied in the text they would only confuse by their redundancy. We might say, "the pressure on any *immersed* part of the side of a vessel *with liquid in it* is equal to the weight of a column of the liquid, *any right section of which is congruous with the base*, and whose base is the given part of the side of the vessel, *and the column having* for its altitude the perpendicular distance of the center of gravity of the *given* part *of the side* below the surface.

But by so filling out we have added not an iota to its meaning, but have destroyed its terseness. The only possible point which I can see on which S. Y. G. can stumble is on the author saying, "and for its altitude the perpendicular distance of the *center of gravity of the part* below the surface." Does S. Y. G. not know that it is hardly proper to speak of the center of any plain figure other than a circle? and possibly, by analogy, of an ellipse, and such figures, but that instead we commonly speak of the center of gravity of such figures? A simple problem in elementary quaternions is, "Prove that the center of gravity of a triangle is one-third the distance toward the apex of the triangle on a line drawn from the apex to the middle of the opposite side." We may very properly speak of the center of gravity of a triangle or of any polygon, however irregular. But it would be hardly evident what was meant if we should speak of the *center* of a polygon of ten sides, e. g., with, say two angles inwards, unless the center of gravity were meant.

I can see no other point over which any one can hesitate, and shall gladly undertake to demonstrate the proposition by mathematics if there is further doubt. In fact, I am compelled to suspect strongly that the proposition as printed was a misprint and not as S. Y. G. intended.

The question of whether it is better to have text-books containing errors in order to stimulate the pupils to original thought, I would call a question still. There are more careless teachers than careless editors or careless pupils, and, although it might be well, if no mistakes were overlooked, and all teachers as alive to the fallibilities of editors as the writer for THE JOURNAL, yet as teachers are now-a-days I think it were better to have as few errors as possible. I may illustrate: A couple of years ago I was teaching physics, and spoke of how, when for ventilation we open a window two inches both at the top and bottom, the cold air rushes in below on account of its greater weight, and compels the heated air to pass out, until finally all the air is cool. One of my pupils asked if it was not thus because the heated air tends to rise and the cold air rushes in to prevent that most horrible of all things, a vacuum. I began to explain that both heated and cold air have weight and of themselves must come as close to the earth, or its center, as possible, when she said, "Steele says it is as I say." On looking up Steele and his assertion, I found it even so. (As I have not a copy by me I cannot quote.) But on further inquiry I found that my predecessor had taught and emphasized the fact in the words of Steele. And so thoroughly was that young woman grounded in her belief, that no amount of experimenting with colored fluids would persuade her that she should say aught but, "Well, the lighter one rises and the heavier rushes in to fill its place," although the other pupils soon saw the point; for we must see it only by a course of reasoning, considering the influence of gravity that, although invisible, which produces all we see in the case. We all know that by taking one isolated sentence we may make an author say a very different thing from what he means to say and really does say when we consider all the text.

I am slightly inclined to believe that this is what Mr. Gillan does in quoting the principle in astronomy.

If we consider that the author who makes the statement referred to has already, or does directly after, explain that the altitude of the equinoctial (or celestial equator) is, in reality, always 90°, but that its apparent altitude does

not always amount to 90°—sometimes more and sometimes less—and if the author means (as he says) that we are to measure its altitude from our location, then the statement is true. And the reason, I suppose, that he thus explains the matter is because, as I have said just above, the author says expressly the altitude of the equinoctial taken on the meridian. Mr. Gillan is somewhat at fault in not saying on *which side* of the pole star the star is whose polar distance is 10°. . But considering that the star is "above" at the time of observation, *i. e.*, when it is in our, or the observer's, meridian, then the declination of the star, counted by the statement of the author quoted, is the same as by the established method. For in latitude 40° the pole star's altitude equals 40°; and 40° plus 10°, the polar distance, equals 50°, or the real altitude of the star. The altitude of the equinoctial is 90° plus the altitude of pole star, or 40°, which equals 130°; and the altitude of the star being 50°, we have 130°—50°, or 80° as the real declination of the star, which is its true declination. Now, I say that as the author plainly says we are to compute "the altitude of the equinoctial on the meridian," that is, not count it as uniformly 90°, there can hardly be said to be any error in the statement, although it could be very materially improved; and who in the world uniformly makes statements that cannot be improved? Astronomy is an exceedingly difficult subject to make plain to pupils. Some forms of statement aid one, another, another. Let the good work go on.

CO-OPERATION IN GRADED SCHOOLS.

BY JOHN I.. HALL

By reference to THE JOURNAL'S Directory of Superintendents and Principals, it will be observed that the average graded school has a principal and three or four assistants. In schools of this grade and lower, the principal usually labors under great disadvantages owing to his isolation and crowded work. He has little or no time to supervise the work of his assistants without neglecting his own, and when he does take an opportunity to visit other departments, his room is left without a head, and disorder is an almost certain result. Schools under a superintendent, and those having a high school assistant, are more fortunate.

The "experience" which a principal gets in an isolated high school room, with three or four assistants in as many other seldom-visited departments, may be of service in securing a better place, but it can have little influence upon his success as principal of a school.

It would be far better, I think, to put the grammar school and the high school together, and use the vacant room for recitations. This idea is not claimed as original or novel; for aught that I know it is "as old as the hills," and it is in successful operation in at least one place. The advantages of the plan may be briefly stated as follows:

1. Two departments instead of one are brought under the principal's immediate supervision and discipline.

2. The programme may be arranged with regard to preference and fitness of teachers for certain branches; e. g., the principal may teach all the arithmetic classes instead of physiology, etc.

3. Recitations requiring close attention may be heard apart from the school.

4. Time can be allotted for visitation by uniting the writing classes, or otherwise, leaving the assistant in charge.

5. The inspiration of numbers adds life to all general exercises, and helps sustain the pupils' interest in school till its close.

SOME DEFECTS AND THEIR REMEDIES.*

BY HON. HENRY RAAB.

It has been charged that our age is a materialistic one, and that art has no longer a place in the endeavors of man; that science takes its place, and that we must arm for the battle of existence. How mistaken these people are. It is true that the wider diffusion of scientific study has advanced our material interests, but the world over a better appreciation of art, plastic as well as representative, is witnessed. Art is the flower of human efforts as science is the fruit. Man does not live by bread alone,—he must bathe his being in the dew of beauty, also. There are, it

*Continued from last month.

seems to me, too many Gradgrinds in this world, very estimable people, but poor musicians in the world's concert. But to state the matter more concretely: the people as a whole have lost that cheerfulness and happiness which manifest themselves in song. No longer do we hear the artisan singing at his anvil, the farmer behind the plow, the milkmaid with her pail, as we read in the poems. If the school could succeed in making the people musical—and I hold that the public school alone can do this, because it reaches *all*—it would do much toward making the people moral and the world happier. The oftener the sublime, the noble, which life presents, is led before our imagination, the less will be the impressions which we receive from evil.

Passing along the streets of a city the other day, I noticed a number of girls,—none of them above 12 years of age—standing in front of a book store where most glaring pictures of the deeds of Jesse James, the trial and execution of the famous anarchists, Reinsdorff and Knechler, were exhibited, and, notwithstanding the horrid forms and ill-chosen colors, the children gazed for quite a time at the pictures of mangled corpses and the man of blood. When a glove fight or a cock fight is advertised, men and women of the so-called better class are anxious to obtain a front seat. Every Saturday the leading journals of the day have columns concerning the execution of criminals in the whole country, and the minute description of the murderers' deeds and their behavior on the scaffold, and this is most eagerly read by whole classes of the population. The sight of the ghastly, the habituation to seeing the horrible, create rudeness and want of feeling, and with the increasing rudeness and cruelty grows the pleasure in what is horrible and dreadful. The darkest pages of history, the saddest accounts of human aberration tend to prove this. To foster this tendency is to waken the beast in many, while to educate means to check and subdue the beastly in him. Whoever wants to do the latter must accustom man to the beautiful, or as Schiller says, "Through the æsthetical you must lead man to the ethical."

Apart from its beneficial effects upon the greater usefulness of man, in the trades, its indispensability in scientific study and research, drawing has a tendency to make man appreciate the noble in form, and shun the ugly and horrible. Without the culture which drawing gives, the knowledge and understanding of the forms of the visible world are not possible. Through its exercise the pictures are represented to the mind, from which the imagination develops new forms. Furthermore, drawing trains the sense of beauty. This introduces us to that universal pleasure, that enjoyment exclusively possessed by none, which is derived from the beautiful in nature and art. A word from Goethe may corroborate this: "The importance of instruction in drawing as a part of education will but appear when we consider that, by means of that acquirement, we gain an increase of beautiful and noble pleasures derived from the external world. The whole value of forms and color opens to him; he acquires a new mental organ; he receives the most delightful ideas, and learns to recognize, to respect, to love and to enjoy the beauties of nature."

I have alluded to some of the defects and their remedies; not that I think instruction in these branches would banish immorality and brutishness at once, or taken alone were able to do it. I am yet of the opinion that the branches mentioned are sadly neglected in our courses of study.

I often hear the assertion that there is no time in school for physical exercises, vocal music and drawing; that what time we have must be devoted to the standard studies, reading, writing, arithmetic, grammar, geography and history. This is a mistaken idea. Success does not depend upon the amount of time given to instruction, but upon the intensity with which the teaching is done, and the cheerfulness with which the pupils take hold of the work. The latter will be reached when the body receives its due by physical exercise; the former, when the teachers employ rational methods of instruction. Quality, not quantity: "*non multa, sed multum.*"

With regard to our ultimate end, the education of moral men and women, I close this paper with a quotation from an unknown writer: "A man with extensive knowledge may instruct, but to educate we need men and women who have educated themselves."

MONDAY vs. SATURDAY AS A REST DAY.

As a teacher, I have long studied what to do to avoid "blue Monday" in the school room. Seldom, on Monday morning, do pupils have good lessons, and part of every Monday is spent in "getting down to work." The causes of such a condition are various. The irregular meals of Sunday is one of them. People will eat, for six days of the week, three meals a day at regular intervals, but on Sunday will breakfast at 8 or 9 and dine at 2 or 3. To one attending school, this irregularity is the source of much irritability and dullness.

Another cause is the business of "sparking Sunday night." Ignore the fact as we may, yet there is scarcely a high school in the city, town, or village, in which a large proportion of the pupils is not engaged in said business. There may be nothing disreputable in the avocation, (for nearly all teachers have been, or still are, engaged in it), but it is a practice that is hard on Monday morning lessons.

Procrastination is a third cause. When Friday evening comes, the pupil is tired and needs rest, and usually has neither strength nor inclination to attack a lesson due on Monday. If he has, other matters urge their claims for attention, and the "thief of time" steals the evening. Saturday presents so much fun, work, calling, and shopping, that it goes with the lesson untouched. And who can blame any one? The pupil is not a provident animal. The boy cares more for the game of foot-ball that is to come off next Saturday than he does for his eligibility to the presidency in the 20th century. Besides, boys and girls ought to recreate on Saturday; and if they do, they will not be in proper condition for lesson-getting Saturday night. But Sunday dawns, dark or bright as the case may be—it matters not. Every pupil has strong, conscientious (?) scruples against the studying of a day-book lesson on the Lord's day. That is one feature of Sabbath desecration of which he is rarely guilty. When conscience reminds him that the lesson is not learned and should have been learned Saturday, he admits the charge, is sorry, vows to reform, and promises to study an hour before breakfast Monday morning. How the promise is kept is easily imagined.

A fourth cause may be found in the fact that some pupils come from homes that know not the affliction of servants, and consequently do more or less housework. Many of our best girls, and even some of the boys, come to school Monday morning after having worked hard three or four hours in "helping mother." Under the circumstances they cannot be expected to have good lessons. If the national wash-day could also be the school rest-day, much good would result.

In many high schools there is a large number of non-resident pupils, many of whom room in town, going home Friday evening and returning Monday morning. In winter it is "quite a chore" for parents to carry them backward and forward, yet it is often done with a devotion that deserves the highest commendation. Farmers usually like to kill as many birds as possible with one stone. Under this proposed change, farmers could do their shopping Saturday and be ready to take their children home at close of school. When Monday came, there would be no hurry to get things ready to take the children to town in time for school; but everything could be taken coolly—the errands written out or fixed in mind by strings tied on several fingers—and along toward evening the trip could be made, and pupils be in their rooms Monday night ready for the work of the next day.

If the rest-day came on Monday, school would be out for the week Saturday afternoon. Considerable amusement could be obtained before bed-time. Sunday would be given up entirely to rest, with no worry over lessons. On Monday the pupil would feel rested and invigorated—ready to play or work with zeal, and when evening came, could readily be induced to look over the lesson for "to-morrow morning," which is not so far off as Monday morning is from Saturday night.

Our present arrangement is a standing temptation to studious pupils to violate the fourth commandment. They are anxious to have good lessons Monday morning; and, if the lessons are not prepared Saturday, they are strongly tempted to prepare them Sunday, and generally yield. If they do not yield, they are worried with the thought of non-preparation, and do not receive the rest of body and peace of mind that Sabbath ought to bring.

I have thus far treated of the rest-day as it affects the pupil. I shall now endeavor to show how it affects the teacher. She is tired Friday night—too tired to do any literary work for mental improvement. She will be rested in the morning and will do it then. Saturday morning comes with its accumulation of matters that have been put off for a week, and they must be attended to. Afternoon, however, is a poor time for such work; besides, she must have out-door exercise, and must make some calls.

A good sleep Saturday night brings her to Sunday morning with a mind clear and active—just in trim for that literary culture; but—there's Sunday school and church, and those conscientious scruples, and those letters to write, and that "friend" who is to call. The "friend" calls, *stays*, and goes. The teacher awakes Monday and wishes it were Saturday. That literary work and that more important school work have remained untouched. With no preparation, with nerves unsettled and digestion impaired, she goes to school to make it blue.

A change of rest-day to Monday would avoid all this. Sunday would give the required change and rest, while Monday would find the teacher thoroughly invigorated and ready for anything in the line of work or improvement. When the writer served his first year as principal of schools at Newton Falls, he was required to conduct thirteen recitations a day in the high school. Many of the text-books were new to me; and, as a young teacher, I was not overly familiar with some of the studies. It was fortunately the custom there to have Monday for the rest-day. I verily believe that my work there would have been a failure and my body a wreck, had it not been that on Monday, after a true day of rest, I had time and strength to prepare my work for the week.

What an amount of work in the way of writing and reading for self-improvement we teachers might do on Monday! An hour's work after a night's sleep is worth two or three hours' work after a day's toil. So Monday's work after a day's rest is worth more than Saturday's work after a week's toil. I remember reading a few years ago an editorial in the *New England Journal of Education*, concerning the progress a teacher ought to make. The editor appealed at the beginning of that school year for more earnestness, more systematic improvement of spare time. "Longfellow and Bryant," he wrote, "have immortalized themselves with less spare time than teachers have." The thought has ever since haunted me. I believe it to be true. We ought to make more of ourselves. The average ability of the teaching profession is equal to that of any other, but we have not shown it to the world, just because when our spare time does come, we are so fatigued as to be unable to utilize it to advantage. It is true that we do go to teachers' meetings, reading circles, county and district associations, and all that, for improvement; but who can say that, after having been in our own school rooms five days, we want to go into another's on the sixth? We are not in proper condition for it. We ought to be in the open air instead. Could our meetings be held on Mondays, the rest from Saturday night would put us in the proper state to enjoy them.—*Ohio Educational Monthly.*

THE TEACHING FORCE OF THE STATE.

The last report of the Superintendent of Public Instruction of Illinois contains a mass of material that should be brought to the careful attention of every student of education. The statistics have been collected and compiled with extreme care, and give information not accessible elsewhere.

The article with the above heading, from the pen of W. L. Pillsbury, the efficient lieutenant of the Superintendent, opens as follows:

"After hearing much talk concerning the age, experience, and education of the teachers of the State, it occurred to me some four years ago to collect from the teachers themselves some facts upon these points."

The facts were obtained from 17,981 of the teachers employed in the public schools. As this number is ninety per cent of the teaching force, it is readily seen that the statistics practically settle the questions which they discuss. Let us examine the data and see what they disclose:

1. Sixty per cent. of the whole number were born in the State. More than half of the men employed in graded schools, however, were born outside of the State.

2. Only seven and a half per cent. of the teachers were minors, and ninety-three per cent. of these were employed in ungraded schools.

3. The question is often asked, what is the probable experience of our teaching force? The statistics answer this question as follows:

Average for male teachers in graded schools, 81.5 months; for female teachers, 59.5 months. In ungraded schools the figures are respectively 34.5 months, and 21.5 months.

4. Another significant fact demonstrated is the meagre experience of a large part of the force. Ten per cent. of the men and 21.3 per cent. of the women, in graded schools, have taught less than ten months. In ungraded schools the figures are respectively 41 per cent. and 56.5 per cent. On this point Mr. Pillsbury adds: "It appears, too, that of the 3,626 beginners, 87.6 per cent. were employed in the graded schools; and of the 7,225 whose experience did not exceed ten months, including beginners, 85 per cent. were employed in the ungraded schools, and that they were one-half of the teachers of those schools."

5. Only 13.4 per cent. of the whole number had received any special training for their work. 50.6 per cent. had received secondary instruction, but 59 per cent. of this number had received instruction in high schools. 38.3 per cent. of the teachers had received neither secondary nor normal school instruction, and, as would be expected, much the larger part are in the ungraded schools. Of those who had received superior instruction, 66.7 per cent. were in the graded schools and 33.3 per cent. in ungraded schools.

The relative preparation of the sexes is also indicated by the fact that nearly five times as many men as women in the graded schools had received superior instruction, while in the ungraded schools the ratio is nearly four to one.

In the discussion of these statistics Mr. Pillsbury concludes as follows:

"Several points brought out by the table seem to me so instructive that they should, at some risk of repetition, be stated here in conclusion.

1. We employ too many men and women to teach in our public schools who teach neither from a love of the work nor because they have chosen it for a business. They drop into the school room because, for the time being, it affords them needed shelter and a little money.

2. We fall lamentably short of doing what is essential in training our teachers for their work; and we lose correspondingly in the efficiency of our work. *The imperative need of our public school system to-day is, in my judgment, more normal schools.* Until we have them we shall continue, as now, to waste our school funds most extravagantly in paying poor teachers, and to defraud many of our school children of what should be their most jealously-guarded right, their opportunity for a good education.

3. Further, though, doubtless, many of our teachers have sought in all ways to increase the scanty stock of knowledge with which they started in charge of a school room, no stretch of courtesy or charity will warrant any other statement than that many lack a large part of the education which the teachers of our public schools should possess.

4. Running all through the tables, it appears that the country school suffers in comparison with the city school so far as teachers are concerned. The immature boy or girl finds employment in the country school; the beginner seeks the rural school board; the young man or woman with no special training for the work, and a scanty stock of knowledge, who barely gets a second grade certificate by the grace of the county superintendent, wanting other lucrative employment, 'keeps school' in the country; and for these reasons more than all others, the country school, which I know, for I grew up in the country, may usually be made as good as the city school, now lags far behind."

I believe in pleasure; I believe in pleasure in school-work; I believe that school should be the most pleasant place in the world; but the pleasure should be that which comes as the reflex and accompaniment of well-expended energy.

CIRCULAR-LETTER UPON RECESS OR NO RECESS IN SCHOOLS.

A committee of the National Council of Education made to that body at its meeting in Madison, Wis., July 10, 1884, a report upon "Recess or No Recess in Schools." After discussion, the subject was referred back to the committee for further investigation, to be followed by another report in July, 1885. The subject is of vital importance, touching as it does the welfare of pupils in the schools of the country; hence the investigation assumes the widest scope. The committee seeks facts of experience, as well as theories based upon experience. Any fact that bears directly or indirectly upon the subject will be very acceptable.

The scope of the investigation is indicated by the following questions, to which answers are solicited from superintendents of schools, principals, teachers, school officers, physicians, professional men of all classes, and parents. The first nine questions are directed especially to superintendents and teachers; the rest of the questions are also directed to any persons who can give any information upon the points raised. The name and address of persons, particularly physicians who have given attention to this subject, will be valuable aid; copies of reports or papers that discuss this subject are solicited. Send all communications to the sub-committee named below.

QUESTIONS.

1. Is the no-recess plan in operation in the schools under your supervision or instruction?

2. If it is not, has any proposition been made toward the establishment of the plan, and what arguments prevailed against the proposition to introduce it?

3. Have you returned to the recess plan after a fair trial of the no-recess plan; and if so, what causes led to the change?

4. What condition existed in and about your schools that prompted the officials to abolish the recess and adopt the no-recess plan, and with whom did the proposition originate to establish in your schools the no-recess plan,—with the superintendent and teachers, with the board of education, or with the patrons?

5. How many hours of continuous confinement within the school room are required daily, a. m. and p. m., of pupils in the several grades under your no-recess plan?

6. What are the precise duties and privileges of pupils that have been substituted for those of the recess in the several grades of your school?

7. Are physical exercises, as a practical means of retaining and securing health in the school room, an equivalent under your no-recess plans for the exercise afforded to pupils by an out-door recess?

8. What effect has the no-recess plan upon the management and government of your schools, especially in the matter of the pupils' habits in conduct?

9. Is the no-recess plan extending among the schools in your vicinity?

10. How is the health of pupils affected in the following particulars by the no-recess plan, so far as your observation and experience extend?

NOTE.—State explicitly the nature and character of the examinations instituted to arrive at the facts and opinions which you recount in your answers to the questions asked under *a* to *e* below. Special inquiry is made about those children that have inherited or have developed weaknesses in the points enumerated.

(*a.*) Does or does not the no-recess plan affect the duties and privileges of pupils in such a way as to develop or aggravate in any of them nervous irritation,—revealed by a tendency to, or an absence from, cerebral pains, inability to think or to act or to remember, weariness, coldness of extremities, want of blood in the brain, irritation of the sympathetic system of nerves,—owing to continuous sedentary confinement in the school room, with its heated and perhaps vitiated air?

(*b.*) Does or does not the no-recess plan affect the pelvic organs,—revealed by a tendency to develop or aggravate irritation and diseases of the kidneys, bladder, and rectum, or by blood-poisoning from retention of urine,—owing to the failure of pupils to comply regularly with the physical necessities under which they rest, to a lack of those physical exercises which tend to keep in a healthy condition the organs enumerated, and

to the continuous confinement upon the seats in the school room?

(*c.*) Does or does not the no-recess plan affect the eye-sight,—revealed by developing or aggravating enfeebled powers of those organs, owing to deficiency of out-door exposure?

(*d.*) Does or does not the no-recess plan affect the nasal passages and lungs,—revealed by developing or aggravating catarrh or irritation of the lungs, owing to too continuous exposure to the dust, heat, and air of the school room?

(*e.*) How do the physical exercises substituted by the no-recess plan for those of the recess affect, relatively, the rapidity of the pulse of pupils when it is compared to the rapidity developed in the exercises of the out-door recess?

Very respectfully submitted,

J. H. Hoose,

Sub-Committee on Hygiene in Education.

State Normal School, Cortland, Cortland Co., N. Y.

A FINANCIAL STATEMENT.

Statistics prove clearly that the Illinois State Normal School, at Normal, maintains a force of from one thousand to twelve hundred teachers constantly employed in the public schools of the State. This school is maintained by appropriations from the State treasury. During the last two years it has received about $24,000 a year. Of this sum about $6,500 is derived from the interest on the college and seminary fund, a congressional grant, and $17,500 from the State.

Taking the smaller number of students as a basis of calculation, and remembering that the average student remains in the Normal school about one year, and that he would teach without the training if he hadn't received it, it will be seen that he costs the State about $17.50 a year for his special preparation. Since he averages about seven months teaching in the school year, he costs about $2.50 a month more with his Normal drill than he would without it.

Another fact, however, should be remembered. At least 150 of the thousand are graduates and are constantly preparing students for teaching work, thus multiplying the effect of their own special training in the Normal school, without expense to the State.

This view of the case would seem to indicate that the normal schools are paying substantial dividends to the State for all the money expended upon them.

ORIGIN, INVENTION, AND INTRODUCTION OF STEAM CRAFT.

The first idea of steam navigation was contained in a patent obtained in England, by Hulls, in 1736.

Fitch experimented in steam navigation on the Delaware river in 1733–4.

Oliver Evans was the next experimenter in Virginia in steam navigation in 1785–6.

Ramsey was also an experimenter in Virginia in steam navigation in 1787.

W. Symington made a trial on the Frith of Clyde with a rudely constructed model of a steamer in 1789.

Chancellor Livingston built a steamer on the Hudson in 1797.

The first experiment in steamboating on the Thames, England, was in 1801.

Fulton built the "The North River," and made a passage up the Hudson river to Albany, from New York, in thirty-three hours —the first steam navigation on record. The engines were constructed by Boulton & Watts. The voyage was made in 1807.

The next steamboat was the "Czar of Neptune" in 1808.

Fulton built the "Orleans" at Pittsburg, the first steam on western rivers. It was completed, and made the voyage to New Orleans, 2,000 miles, in 1811.

The "Paragon" was the next steamer, built in New York in 1811.

The "Richmond" was built in New York in 1812.

The first steam vessels of Europe commenced plying on the Clyde in 1812.

The "Vesuvius" was built at Pittsburg in 1813.

England built her first steamer in 1815.

The "Savannah," the first steamer to cross the ocean, was of 350 tons burden, and sailed for Liverpool from Savannah, Ga., July 15, 1819.

The first steamer in Ireland was in 1820.

Captain Johnson was paid £10,000, or $50,000, for making the first steam voyage to India. The voyage was made on the steamer "Enterprise," which sailed from Falmouth, England, August 16, 1825.

The "Great Western," from Bristol, England, and the "Sirius," from Cork, Ireland, both arrived at New York City, each on their first voyage, and each eighteen days out, on June 17, 1838.

The first war steamer built in England was in 1838.

Returns from twenty-three States gave an aggregate of 700 steamboats in the United States in 1838.

There were about 1,500 steam vessels in the United States in 1847.

The "Washington" was the first American ocean steamer of note. She made her first passage to Southampton, England, in June, 1847.—*New York Marine Journal.*

LET US ORGANIZE

BY R R. R

Continued from editorial in April number.]

The importance of educational progress demands a more potent political influence than we now hold. In this age of popular suffrage prosperity in any great enterprise is intimately associated with political power. Let the whole army of Illinois teachers be systematically organized, and in practical harmony upon educational issues, and they will control an influence that politicians are bound to respect. When the unanimous voice of forty school men in one convention is drowned by the clamors of irresponsible demagogues and machine politicians, it is time for us to organize a chorus of voices that will make itself both heard and felt in the political assemblies of all parties.

By organized effort other professions, representing interests of less general importance, have risen to high positions in the world's estimation. The same means will obtain for us. If the school teachers so determine, they are destined to represent the most important interests before the people. But to do this, we must elevate popular sentiment to a just regard for educational progress.

Since the State assumes control of her educational industry, and the teachers are, in a certain sense, her public servants, it would seem as unnecessary for them to organize for professional growth and influence as it would be for the public servants in any other State industry. But this so-called State control of public education is so inadequate as to be merely nominal in practical supervision. The local commonwealths of the State have lost sight of her influence in school management. They are to-day looking directly to the *teachers* for better schools. Practically we are not a profession, for thus far we have neither claimed nor exercised the right to fix a standard of professional requirements. But whether we acknowledge the title and its responsibilities or not, the people look upon us as a profession, expect us to manage the educational interests of the State, and fail to see why we do not. The medical profession is held responsible for the progress of medical science and censured for every breach of medical skill. The bar is intrusted with the subtle questions of moral and legal ustice, and requires a high standard of qualification. Now the same careful oversight of our educational industry is demanded of teachers. If we are thus held responsible for the work of our public schools we are justly entitled to a more direct control of them than we now exercise. But the power to grant this is vested in the people and we can obtain it only through political influence. At present we are not a factor in the political multiples chiefly because we are not organized for *united effort* in any direction. We are the scattered fragments of a strong political force and only need organizing to wield a potent influence in school legislation.

The public school is pre-eminently a political institution. It is "of the people, for the people and by the people." It is fearfully and wonderfully controlled by our local district system which vests so much power in ignorant and irresponsible parties.

The three steps in every great reform are organization, agitation, and legislation. We must agitate educational reforms in the homes of our citizens. The press is the only open door to these sanctuaries. There is now in progress a vigorous revival in educational

journalism that is calling out able and practical discussions of school questions, and doing much to shape the thoughts of teachers. Many of the well written articles for teachers' journals are much more needed in the daily and weekly newspapers, a fact which seems to be overlooked in our own efforts to reconstruct public sentiment. If we censure *Butlerism*, Butler ought to know it; but he may never find it out if it appears in educational papers only. The people need edifying upon school matters. There is at present no public discussion of educational questions. The average citizen knows as little of what is in an educational journal as the average teacher knows of what is in a medical, or stock journal. We want well sustained school columns in all the local newspapers in Illinois to carry the gospel of education into the homes of the people; to proclaim it in the highways and byways of the State.

The people want good schools, but don't know what they are. The newspaper carries with it the prestige of alertness and enterprise. Its influence in achieving political triumphs, and its power in economic and moral reforms, recommend it to us as the only means of creating a strong sentiment in favor of educational growth.

Never was there a greater demand for the organization of teachers; never a brighter outlook for organized effort, and never a grander and nobler work to be done.

SUNDRIES.

The intellectual powers of children must not be urged on to remote distances before they have acquired strength by exercise in things near them.

The circle of knowledge commences close around a man, and from thence stretches out concentrically.

Real knowledge must take precedence of word-teaching and mere talk.

Freedom is based upon justice, justice upon love, therefore freedom also is based upon love.—*Pestalozzi.*

That teaching is most useful, not which aims at acquiring the largest number of truths in arithmetic, grammar, languages, literature, history, natural science, or other subjects, but which aims at the greatest play of energetic mental action upon these subjects, and such action, also, of the highest kind; that is to say, of the greatest number of the higher faculties. * * * Energy is a higher product than knowledge. Mental exercise is more valuable than information; expansion of power, development of faculty, more essential than scholarship * * * That teaching is the best which exercises the largest number of faculties and those of the nobler sort. * *

J. A. Reinhart in Education.

A girl ought to be taught her geography and arithmetic in so thorough, commanding, and conscientious fashion that it shall stand her in good stead whenever she sweeps the stairs, and lead her to sweep out the corners, and when she dusts the table to dust under the books, and when she sews to sew finely and firmly, or coarsely and slightly, according as the task demands. A boy should be taught so to master his lessons as to form in him the habit of being on time for all his life long, and make him hold his occupations strictly in hand and always to keep his word. Children can learn very little science in their short school life, but the one thing they should learn is mastery.—*Gail Hamilton.*

Neither the home nor the school has done its full duty in regard to what our youth are reading. Parents and teachers have neglected the obligations devolving upon them of developing in the minds of the young the love of reading good books, which, when once developed, will remain with them through life, and will greatly influence their future lives and characters. In my opinion a boy who leaves at the end of a common school course with a love of reading good books, is better prepared for a life of influence than one who passes through a high school without that love. * * * I appeal, therefore, to the teachers of our country, to do all in their power to interest their pupils in the writings of worthy authors.—*John B. Peaslee.*

I do hope that education may not become too burdensome, too artificial or mechanical, too heavy a load upon the memory, too total a neglect of the imagination. I do trust that

it may not multiply what has been called "the plague of fermenting imbecility, striving to make for itself what it calls a position in life." The whole education department might well take to heart the remark that "Education does not mean teaching people to know what they do not know—it means teaching them to behave as they do not behave. It is not teaching the youth the shapes of letters and the tricks of numbers, and then leaving them to turn their arithmetic to roguery and their literature to lust. It is, on the contrary, training them to the perfect exercise, and kingly continence of their bodies and souls,—by kindness, by watching, by warning, by precept, and by praise—but above all by example."—*Archdeacon Furrar.*

One should know considerably more than he expects to teach; his grade of scholarship should be considerably higher than that of his pupils. A teacher who is compelled to work nearly up to the limits of his scholarship loses his self-respect and so misses the necessary support of moral courage. A clear perspective can be gained only from a considerable eminence The parts of the educating process that fall within the provinces of the individual teacher should be seen as they are related to a comprehensive whole. And, perhaps more than all else, a teacher cannot create among his pupils an aspiration after higher attainments unless his own example is an open invitation to covet the highest gifts. If this general doctrine is true, it seems to me to warrant the following rule: A teacher for a school of a given grade should be educated in a school of a higher grade. If the education of the country could be administered under the spirit of this rule, two or three generations would suffice to exhibit a marked elevation in the intellectual condition of the people.—*W. H. Payne.*

SCHOOL CRITICS.

BY J. W. LAYNE.

The critics of our public schools may be grouped into four classes:

1. Those who constitute the fag-end of that once formidable and respectable class who opposed the origin and development of the public school system, but who have been left so far behind by the progress of modern thought that we may safely leave them to fret their lives away in unavailing fury.

2. Those who attack the schools for the same reason that they attack the churches, viz: because they know they have a warm place in the affections of the people, and that by attacking them they can gain a little much-coveted notoriety. It is the same motive that has led to the mysterious disappearance of so many young ladies of late, and the remedy is the same—public indifference.

3. Those who have no other knowledge of the work of our schools than that derived from the mortifying fact that they have failed to make scholars of their children, and whose parental love and affection forbid that they should seek the cause of such failure in the defective mental faculties of their own offspring. For this class we should exercise great sympathy and forbearance.

4. Those who know the public schools as they are to-day, who know their history and development, who comprehend the difficulties under which they labor, who recognize their excellencies as well as their defects, who also recognize the grand possibilities for good or evil which they contain, and who study, compare, and criticise, that they may preserve and improve. This fourth class alone have the right to speak and to be heard; and when they do speak, we, as teachers, should touch our ears, after the Roman custom, to signify that we are willing listeners.

The teacher who would grow must bestir himself, must learn what others have done and are now doing; must not be above learning from every available source; must attend teachers' meetings, and brighten up by association with fellow-workers; in short, must be determined to improve. Then, and only then, will success be sure. One who has resolved to go forward in this work cannot be held back. The same perseverance that makes great artists, famous singers, or giants in any profession, will make powerful teachers. The most essential element of success is an earnest, prayerful determination to succeed.

GEOMETRY.

There is a popular notion that Geometry has a special purpose to subserve in the high-school course of study. That special purpose is supposed to be the development of the reasoning faculty. Classes march through the traditional ten books of Loomis, or the equivalent of some other author, and come out at the end of their journey with—what? How many of them can answer the question, when is a proposition demonstrated? or even detect the error in the most transparent piece of sophistry?

The most palpable *non sequitur* trips from their tongues without the faintest suspicion of its absurdity. How many can trace backward from the area of the circle through the underlying propositions to the fundamental axiom or definition? Try a proposition not found in the text, but involving familiar propositions, and what disaster awaits the youthful geometer!

In nine cases of every ten the work consists in cramming the memory with "cut and dried" demonstrations, and figures lettered after the method of the text. Not long since, a pupil was asked to prove a simple proposition. After fumbling over his work for some time the instructor asked: "Well, what is the trouble?" "I can't remember the picture," replied the pupil.

Since the proposition involved the "picture," the mental condition of that pupil can be diagnosed without difficulty.

Wherein lies a remedy?

1. There is much of Geometry that should be taught below the high-school grade. Pupils should be familiar with many of the figures before they have left the primary school. In the higher grades, many of the properties of the triangle may be learned with advantage. The same is true respecting the parallelogram, the circle, and some of the solids. These facts having been lodged in the mind for several years, will excite the curiosity of the pupil, and induce reflection as to the reasons.

2. The later work in arithmetic should be an excellent preparation for the reasoning work of the Geometry. The "boom" given to observing work in lower grades ought to bear fruit in thought power, but too many seem satisfied if the child looks and tells what he sees, thus stopping short of the goal.

3. After several years of experience in the teaching of this subject, the writer is strongly inclined to the opinion that it is next to impossible to accomplish much with the text-book in the hands of the pupil. The definitions and theorems may be supplied without injury, but the printed demonstration defeats its own purpose. Instead of attempting to demonstrate the truth of a statement, the pupil bends his energies to the task of understanding the demonstration furnished by the author. Compare such an exercise with an original investigation. For all purpose of nutrition they are to each other as liberally-watered skimmed-milk and Jersey cream.

Of course the banishment of the text would necessitate a considerable amount of oral instruction; but it would leave the teacher in possession of the field. Under present conditions he is little more than a spectator of the pupil's processes.

4. The injurious effects of the printed demonstration may be lessened by a constant use of propositions not contained in the text, and as practical in their character as it is possible to devise.

A common objection to the oral method is the apparently slow progress of the pupil. In answer to that it may be said that while method of study is important in all studies, in this it is well-nigh everything.

Here are some more "Gems" from County Superintendents' examinations:

A word is a collect of characters.

A diphthong is a word with 2 words both which are not sounded.

no bill or law can be passed by President unless consented by congress

A stanza is a collection of words making complete sense wrote in the form of Poetry.

Negotiable promissary note

John Doe promised to pay me or order five huudred dollars

The words or order makes this note negotiable The one who writes his name on the back of a note is called the signee he assumes the liability of transferring it in the hans of som one else to whom he sells it.

ILLINOIS SCHOOL JOURNAL

A MONTHLY EDUCATIONAL MAGAZINE.

PRICE, IN ADVANCE,.....$1.50 *A YEAR.*
IN CLUBS OF FIVE,.....$1.25 "

JOHN W. COOK AND R. R. REEDER,
EDITORS and PROPRIETORS.

NORMAL, ILL., MAY, 1885.

Entered as second-class matter in the postoffice in Normal, Ill., for transmission through the mails.

Our April edition is entirely exhausted. Will our friends kindly return April numbers that can be spared, and receive an extension of their subscriptions? Several who returned March numbers did not send their names, so that we could not credit them with the same.

The Society of School Principals will hold its annual session in Chicago during the first week in July. President J. L. Pickard, of the Iowa State University, and J. W. Stearns, professor of pedagogy in the Wisconsin University, have been secured. We hope to give further particulars in our State news.

The opening article in this number, by Mr. Balliet, of the Cook County Normal School, is well worth the careful study of our readers. The writer has the happy faculty of putting the best educational philosophy into the raciest of styles.

We understand that Mr. Balliet may be obtained for institute work in the State. His address is Normal Park.

F. Louis Soldan, president of the National Educational Association, has furnished the following to the press:

"The next meeting of the National Educational Association will be held at Saratoga, July 14, 1885. The board of education of that city, together with other citizens, will arrange and organize committees to perfect all local arrangements. They have extended the heartiest welcome to the association. Railroad fares, as well as hotel rates, will be greatly reduced, and a thousand boarding places in the city, at about $1 a day, are to be secured."

A gentleman writes from Colorado, asking whether there was ever an institution at Robinson, Ill., known as the "Southern Branch of the Normal School of Illinois," which was authorized to issue diplomas under the seal of said normal school. The gentleman holds such a certificate, for which he paid the sum of $10.

The normal school at Normal never had such an annex, and, of course, any institution claiming such relationship was sailing under false colors.

There is, probably, a misunderstanding somewhere? Can any of our readers give us any information on the subject?

President Cleveland has moved very slowly, thus far, in making changes in the *personnel* of the civil service. If he shall adhere to the policy to which he seemed to be committed before his election, we may hope that the efficient Commissioner of Education will not be removed, simply because in his private capacity he may not vote the same ticket as the chief magistrate of the nation.

No one intimates that Gen. Eaton has ever used his high office to further partisan interests. Whether politics be clean or unclean, he, at least, has devoted his energies to the furthering of the great purposes for which the Bureau of Education was organized.

Teachers of all parties should unite in asking that he be continued in his present position.

The amount of good accomplished by a thoughtful teacher in private conversations with his pupils, is hard to estimate.

Many a headstrong boy has been changed from an enemy to a helpful ally by a timely talk in the seclusion of the teacher's study. Away from the artificial restraints of the school room and in the confidential intercourse of the home an apportunity is afforded for coming to an understanding.

Teachers who have not used their opportunities in this direction have missed one of the most efficient means of molding the conduct and character of those under their charge. Such an effort to get hold of the pupils should usually precede the vigorous methods of discipline that so often end in injury to all concerned.

Are teachers wasting time on trivialities? A friend sends us the following:

"I write to ask if some one who is well posted on the methods employed in teaching language to primary scholars, will inform me through your columns, how long he thinks it will take the average child, of proper school age, to understand the difference between the word cat and a real cat, the picture of a hat and the hat he wears to school?

Our educational magazines are filled with articles of this kind, and it seems to me too much foolishness is mixed with our work. These writers either take children into school under age, or do not give the child credit for its knowledge.

I would like to hear from the other side of this question." "LEARNER."

A friend, who knows of what he speaks, says: "There is a strong, earnest purpose in the heart of almost every member of the legislature to do well by the free public school. I do not believe that there is one man in twenty-five who does not entertain such a purpose. This being so, I sometimes find myself asking who is to blame that the value of a well-trained teacher is not better understood."

Our friend is not the only one who finds the problem a difficult one. There are at least two reasons that may throw some light upon the subject.

1. The people in general know but little of what is actually going on in the school room. They form conclusions from superficial observation.

2. The number of trained teachers is so small, relatively, that comparatively few parents have the opportunity of seeing such teachers come into competition with inefficients.

The very large majority of district school teachers seem to have no ambition beyond a second grade certificate, and the constant rotation in office keeps the rural schools in a chronic state of unrest and disorganization. More trained teachers and greater security in the tenure of position will effect a radical change in public opinion. But how can the former be obtained without the latter? "There's the rub!"

A leading educational reformer has often been heard to say in his public addresses, in substance, that as yet but little is known of the education of the future; that we stand upon the margin of the field of discovery, and that a vast amount of our work is empirical.

The statement is as true as sacred writ, and cannot be thundered too frequently nor too vigorously into the dull ear of conservatism. After all, what do we know of the contents of children's minds? How shall we ascertain the character of the mental image that arises before the child in consequence of our instruction?

In a large sense it is true that few words have the same meaning to two persons. Each receives its coloring from the life history of him who uses it, and, consequently, it is impossible that it should start identical trains of thought in two minds. But do many of the words that children encounter in their study mean anything to them? Of course the children come out, or partially out, of the fog after the experiences of life have worked them over; but if it were possible for the teacher to enter the child life and appreciate its conditions, what a saving of time and fruitless or misleading effort would result?

While earnest souls are sitting humbly at the feet of the children and faithfully endeavoring to learn of them how the world looks to them, and what they see in our awkward, blind, efforts at instruction and development, stiff-necked conceit scoffs at the suggestion that it has not weighed the young mind in a balance and determined all there is to know about it.

The art of education must linger in its present half formed condition until we know more of the facts upon which the science must rest.

Now that the mild weather permits the opening of windows and doors, the fresh air of the outer world finds its way into the school room. But during the past winter, when the mercury stubbornly held its place close to the bulb of the thermometer, what must have been the condition of a large majority of the school rooms of the country? When nature has furnished so bountiful a supply of this essential element of life, the meagre amount that is permitted to enter the

average school house would be ludicrous if it were not so serious a matter. As Horace Mann once expressed it, it is as absurd to shut out pure air as it would have been for Noah to have put his family on a short allowance of water during the flood.

During the summer many houses will undergo a general overhauling. The opportunity to introduce a reasonably sufficient system of ventilation should not be lost.

Unquestionably the best system involves some sort of warmer over which fresh air passes in abundance into the house, and a base exhaust through which the vitiated air escapes into the outer air. The exhaust is as essential as the warmer. In order to induce rapid exhaustion some device should be adopted that will heat the escaping column. The most common method is to enclose a smoke flue in a chimney, and make ample openings at the base of the chimney in each room. In several of the recent buildings in the State each room is furnished with an open grate. A moderate fire in the grate induces a strong outward current, thus securing ample ventilation while adding to the cheer of the room.

So far as we have been able to learn by observation, this method far surpasses any other system. Teachers report an almost entire freedom from colds, headaches, and the customary dullness arising from foul air. Any community adopting such a device will save its cost a half dozen times every year, in diminished doctor bills. To build a school house without preparing for the free ingress and egress of air, is almost as foolish as to build a water mill and then deliberately close all the avenues of approach against the stream that is to turn the wheels.

When shall we study the book of Nature? "When she opens the spring and turns the leaves."

Now is the time to throw wide the doors and windows of the school room, and welcome the breath of spring, with its freshness, its perfume, and its sounds of merry voices. Happy is the teacher whose school house is in the grove, by the brook, or on the forest covered hill. The great primary school of Nature is now opened for observation and study in the largest room in the world—"room for improvement." But it matters not what grade you have, from primary to high school, now is the best time to teach your pupils to love and cherish the beautiful and useful. In the lower grades begin with trees, and while waiting for the first new leaves, spend a few days on the evergreens. A small variety—eight or nine different species, may be found among the ornamental trees of our villages. Visit these trees with the children; have them notice the difference in their appearance, as to size, color, form, mode of branching, etc. Next let them examine the leaves, measure, count, and compare them. Teach the common names, and the children will now be able to point out the spruce, fir, pine, juniper, or any other evergreen, at a hundred yards' distance. Carry small sprays and cones into the language classes, and talk and write about them. By the appearance of the trees the children can tell which are hardy and best adapted to this climate. Let them tell which they like best. Give them some ideas of symmetry.

By this time the box alder and white ash are unfolding. Let the children examine the little flowers, note the arrangement of branches and leaves, the development of the samara, color and fit of the bark, etc. Follow this with work on the maples, elms, and whatever other kinds are common to the locality. Don't fail to examine the fruit trees.

In this way the children may be taught the names and characteristics of all the different species in their village or neighborhood. This, however, is not the most important result of such work. The habit of close observation, the accompanying language work, and above all, the appreciation and love of Nature, are excellent features of the work. If your school house is in a grove, study the forest trees, which are more in number and quite as interesting as the ornamental trees.

Similar work may be done on the shrubs and flowers by other grades. Some flower-beds may be prepared by the boys in the school yard; let the girls bring seeds and assist in the work. Urge every pupil to *plant* something. None of this work is above the intermediate grade. The study of botany may well be completed in the grammar grade. The intricacies of the science are not such as to place it among the high school studies.

BOOK TABLE.

COMPREHENSIVE ANATOMY, PHYSIOLOGY, AND HYGIENE, for Schools, Academies, and Colleges. J. B. Lippincott & Co., publishers.

Dr. Calvin Cutter, a physician and writer of national reputation, is represented in this book by his son, Dr. John C. Cutter, a physician and teacher in Japan.

This excellent treatise has been *worked out* by an English teacher with Japanese students, in a foreign land.

The book has 376 pages including the index and a valuable glossary.

The plan of the work gives structure, function, and hygiene of the organs, beginning with the skin and closing with the muscles. All the chapters are ably written, showing the brevity and point of the teacher with the care and accuracy of the practicing physician The chapters on "The Care of the Sick" and "Emergencies" are worthy of special commendation.

Two features of the work recommend it to the progressive teacher of physiology:

1. Diagrams showing the microscopical structure of tissues.

2. Guides to comparative dissections.

It is now conceded that physiology is an experimental science, including as it does chemistry, philosophy, and microscopical technique. The hints and helps here given will be welcome to such teachers as know how class interest may be awakened and held by well-planned experiments and illustrations.

The publishers have made the print and cuts attractive.

THE "QUINCY METHODS." Illustrated. By Leila A. Partridge. E. L. Kellogg & Co.: New York.

This volume has been expected for many months. It assumes to be a pen photograph of the work in the first four years of the famous Quincy schools. It describes in detail lessons in the various grades and on a great variety of subjects.

To the very large majority of teachers this book will be a revelation. To believe that children were ever instructed after the methods described, will test their credulity to the utmost.

It is, without question, the fullest, richest, most suggestive volume for grade teachers and also for superintendents, that it has been our fortune to examine. It should be faithfully studied and *digested*. Any attempt to pour it out in a haphazard way upon the children will probably result in ignominious failure. But we cannot see how any teacher can fail to find it of very great value, while to thousands it will prove to be a genuine blessing. We sincerely hope that it may have what it richly merits—an immense circulation. The price is $1.50. We will furnish it with THE JOURNAL at $2.50.

ORAL LESSONS IN NUMBER. By E. E. White, A. M., L L. D. Van Antwerp, Bragg & Co.: Cincinnati and New York.

Material for a three years' course is furnished in this manual. The author advocates the plan of making the instruction for the first two years entirely oral, and of supplementing the elementary arithmetic, introduced the third year, by oral work.

The following are some of the points urged:

1. Exclude abstract numbers entirely from the first year's course.

2. If pupils are admitted to school at 5 years of age defer the introduction of figures until the second year; if at 6, defer it a few weeks.

3. Avoid counting by ones, in the primary processes.

4. For the first year confine the work to numbers from one to ten, and to the processes of addition and subtraction.

5. During the second year teach the numbers from eleven to twenty, dealing first with objects present or imagined, then with concrete numbers, and finally with abstract numbers.

6. The Grube method makes a serious mistake in teaching the four fundamental processes simultaneously.

7. Defer multiplication and division to the third year.

The preceding are some of the points developed. There is a great quantity of material prepared for the teacher's use, and it is arranged systematically. The fault of most oral instruction is its lack of this quality. Primary teachers should have this manual at hand.

The book will fill its niche very nicely. Those who do not like the order of the work can easily adjust it to suit themselves. Much of the discussion on this point, however, strikes us as a waste of time and ink.

HOW WE LIVE; or, The Human Body, and How to Take Care of It. An elementary course in Anatomy, Physiology and Hygiene. By James Johonnah and Eugene Boulton, Ph. D; D. Appleton & Co.: New York.

This is a little volume of 160 pages, and is an elementary and not a scientific treatise. It is intended for grades below the high school.

In addition to the ordinary topics, Alcohol and Narcotics, in their relation to life, are treated. Each chapter is followed by a series of questions, whose answers the pupil is to discover.

The statements of the text are so plain and simple that they may readily be understood, yet they touch the essentials of the science. A suitable glossary is placed at the close.

This book is especially adapted to country schools, and to grammar grades in towns and cities.

THE MAGAZINES.

THE CENTURY magazine, hereafter, will be issued on the first day of the month. This departure has become a necessity on account of the enormous demand for THE CENTURY, which has obliged the publishers to prepare several editions of each month's issue.

The first edition of the May number will be 250,000.

THE POPULAR SCIENCE MONTHLY for May has ten articles and an editorial, that teachers cannot fail to be interested in. Among them are:

Our Recent Debts to Vivisection, (a strong article); Can Men be Modified by Selection?; The Prevention of Cholera; Methods of Teaching Political Economy; Lost Colonies of America; The Nervous System and Consciousness; Pasteur's Researches in Germ Life; Training in Ethical Science.

THE ATLANTIC MONTHLY. The May number of this sterling magazine is on hand, the earliest of all the list. The serials are the prominent feature, and they are prime reading.

The number contains the usual amount of solid matter, however, and the reviews and notices are of especial value.

It is especially true of this periodical that, once a reader always a reader.

LITERARY NOTES.

Dr. Bateman has the following to say about the book named:

"'Politics and Politicians of Illinois,' by D. W. Lusk, is filled with useful and interesting facts, figures, and incidents. It rescues from oblivion much valuable material for the future historian of Illinois. It is a permanent record of events, many of which were already growing dim with years, and of the men who laid the foundations and shaped the course of a great commonwealth. It is an interesting and instructive book, and will be prized by every student of the political and administrative history of the Prairie State."

A. S. Barnes & Co. have recently published Monteith's New Physical Geography; Monteith's Boys' and Girls' Atlas, price 50 cents; Hygiene for Young People, price 50 cents; and The Works of Virgil, with explanatory notes, by Edward Searing, price $2.

THE READING CIRCLE.

SYLLABUS OF THE SCHOOL LAW OF ILLINOIS.

LAWS.—The system of public schools was established by the State and has now the sanction of the constitution.—Constitution 1870, Art. VIII.

Pursuant to this article of the constitution we have the *General School Law*, "An act to establish and maintain a system of free schools," passed April 1, 1872, and amended at various times since; also other general acts pertaining to schools. These are all in the edition of the school law published by the State Superintendent in 1883, which may be obtained from any County Superintendent. This edition will be referred to in this SYLLABUS, and sections cited without further explanation are the sections of the *General School Law*.

There were also many special acts relating to school affairs in particular districts, townships, or counties passed prior to 1870. These may be found in the volumes of the SESSION LAWS OF ILLINOIS; and an INDEX TO LAWS, published by E. L. and W. L. GROSS in 1869, will direct one to the volume in which to find any particular act.

OFFICERS.—*Superintendent of Public Instruction.*—Constitution 1870, Art. VIII; sections 1, 3, 5, 6, 8, 9, 50 and 51.

County Superintendent of Schools.—Constitution 1870, Art. VIII; sections 11, 16, 20 (first half), 50, 51.

School Trustees.—Sections 23, 32 [organization]; 33 [the fact that trustees establish districts and change their boundaries]; 35 [township high school]; 39 [the title of district property vests in the trustees].

School Treasurer.—Sections 32 [appointment]; 40, 53, [teacher's order for wages and interest thereon].

School Directors.—Sections 48 [corporate name]; 42 [election, meetings, and transaction of business]; 39 [control of school houses]; 48 [powers and duties, note very carefully.]; 53 [schedules and orders].

Board of Education.—Section 80. The powers and duties named in this section being "in addition to and inclusive of the powers and duties of school directors," the full powers and duties of the board of education are not to be found in this section alone: the sections relating to directors must be consulted. Boards of education and other school officers having like duties but other names and acting under special laws, have, it is held, the powers specifically granted them by such laws; but in matters not covered by such special laws, they are subject to the general laws in relation to schools.

School Trustees, as a School Board, have the powers of school directors.—Section 35.

School Teachers.—Section 50 [certificates granted, renewed, revoked—county and State]; 51 [fee for certificates]; 52 [holding a certificate good for the term of a contract a condition precedent to making a valid contract, and holding a certificate while teaching a condition of drawing pay for such service by anyone—superintendent, principal, assistant, or substitute]; 48 and 80 [relations to school boards, dismissal, etc.]; 53 [registers, schedules, wages due monthly, form of orders, interest on orders).

THE STATE.—Establishes the system of schools and makes laws for it; Constitution 1870, Art. VIII. Levies taxes for schools; section 68 and foot note. Holds certain school funds on which it pays interest, and is the real owner in trust of all permanent school funds. School Report 1881-2 under "Permanent School Funds," and 80 Ill., 384. Distributes funds through the State Auditor to the County Superintendents for the counties—basis United States census of minors; section 70. Supports two normal schools; pp. 84 and 87, school law.

THE COUNTY.—Relations with County Superintendent; sections 11, 12, 13, 14, 20 and p. 70. May establish a normal school; p. 91. May appropriate money for institutes; p. 70.

SCHOOL TOWNSHIP.—Is the congressional (not civil) township; section 23. Has a board of school trustees and a treasurer and clerk; sections 23 and 32. Has a school fund from the 16th section; section 66. May support a high school; section 35.

SCHOOL DISTRICT.—Is the unit of territory for the support of all schools, except the township high school. (About eighty districts have been organized by special acts of the legislature). Is organized under the general law by the trustees of schools, by whom its boundaries may be changed, and may lie in two or more townships (school) or two or more counties; section 33. Has a corporate existence and a board of directors or board of education; sections 48 and 80. Levies taxes for the support of schools; sections 43 and 80. May borrow money for the purposes and in the way named; section 47. Maintain schools, etc.; sections 48 and 80, first part.

BRANCHES OF STUDY.—Section 50, last part, as well as first.

TAXATION.—By State; section 68. Township; section 35. By district; sections 48 and 80.

RULES AND REGULATIONS.—Made by the school board. The Supreme court holds that rules relating to management and government must be "reasonable," "promotion of the purpose for which schools are maintained;" and that the courts may pass upon the question as to whether rules are "reasonable."

BOOKS, SCHOOL SUPPLIES, ETC.—Teachers and school officers may not be interested in their sale; Constitution 1870, Art. VIII; section 77.

POOR CHILDREN.—May be supplied with the books by the school board; section 48.

SCHOOL HOUSES.—May be used, with the consent of directors, for the temporary use of meetings, when not occupied by the school.

TRANSFERS OF PUPILS.—By directors; section 35.

SCHOOL MONTH AND HOLIDAYS.—Section 54.

SECTARIAN PURPOSES.—School funds may not be used for sectarian purposes, and schools may not be under sectarian control; Constitution 1870, Art. VIII., section 77.

W. L. PILLSBURY.

The following correspondence explains itself:

LEWISTON, ILLINOIS, March 30, 1885.

E. A. Gastman:

At a meeting here on last Saturday we started the organization of Reading Circles with a "paid up" membership of over 60.

1. Do you expect to require an examination for this fractional year?

2. May we expect any blanks from the central office at Decatur, and, if so, blanks of what kind?

3 Is all of the membership fund to be remitted to the Decatur office? If so, where are the funds to come from to defray the expenses of County Boards?

4. In order to be uniform and systematic in these matters, could you not issue a little folder or circular of rules and regulations?

Yours truly,

E. R. BOYER, County Sup't.

DECATUR, ILLINOIS, April 8, 1885.

Friend Boyer:

In answer to yours of late date permit me to say:

1. I do not think it will be advisable to hold an examination this summer.

2. It is not probable that the central office will send out any blanks. Another circular giving the full courses of study will probably be sent this summer.

3. The idea of the Directors is to keep the expenses at the lowest possible limit, in order that the poorest paid teacher may not be deterred from entering upon the work by the fear of the great cost. After considerable discussion, the Board determined to make the membership fee only 25 cents. Now, if this yields a sum sufficient to pay the county managers and all absolutely necessary expenses, I am sure the Directors will be very glad to appropriate it in that way, but no such step has yet been taken. I will present the subject at the next meeting.

4. It might be well to issue a small circular, of the kind that you suggest. *Will you kindly suggest* just *what*, in your opinion, it should contain?

Yours truly, E. A. GASTMAN.

ILLINOIS NORMAL.

Mr. and Mrs. D. W. Reid rejoice in possession of a son.

Mr. Cook is working with a number class in the primary room.

There are eighty more students than seats in the Normal room.

The Philadelphians are preparing a High School programme.

A number of the teachers visited New Orleans during the spring vacation.

Mrs. Buck, a student of ten years since, has returned to continue her studies.

Mr. O. R. Trowbridge is teaching two of the Normal School geography classes.

Miss Bowman and Miss Pennell are assisting Dr. Hewett in the pedagogy class.

Clarence Hobert has returned from his school at Time, to be in during the spring term.

Many students are observing Prof. Seymour's work, with the children, in natural science.

Craw-fish are in demand at five cents a piece among students in zoology, and the small boy rejoiceth.

Nearly all of the faculty will do institute work during the summer vacation. Several are engaged for six weeks' work.

Edward Zoll, of the Normal school, and Miss Fitzgerald, of the High School, were married recently. THE JOURNAL wishes them abundant happiness.

Prof. Seymour is teaching Natural History to about twenty children from the primary department. Their enthusiasm often amounts to self-forgetfulness.

The union sociable was well attended and unusually pleasant. Games and promenading were freely indulged in by all. The faculty was quite generally represented. Some beautiful music was rendered.

Section A has organized for the coming contest of good themes and good clothes; president, Sue P. Adams. The class will number between twenty-five and thirty, some doubtful states to be heard from yet.

The new class has some fine material, several members having passed several of the earlier studies. Among the successful candidates for advanced standing are Miss Ramsey, Mr. Watkins, and Mr. Frank King.

Prof. Seymour has succeeded Prof. Forbes in the charge of the Laboratory of Natural History. He teaches science classes only. Miss Mertie Crawford is assisting him in laboratory work.

Miss Hattie Scott and Miss Carrie Smith resigned their positions in the Pueblo, Col., schools, at the close of the winter term. Miss Scott is doing classical work in the high school. Miss Smith recently visited her Normal friends The Pueblo Board very reluctantly accepted their resignations. Overwork was the cause of their resignations.

PERSONAL.

Aaron Gove is to take editorial charge of the new Colorado school journal.

Mr. Harry Garman has been appointed assistant in zoölogy in the university at Champaign.

We learn from *The Peoria Call* that N. C. Nason was recently married to Mrs. Kate S. Parish, of Peoria. Mr. Nason was for many years the publisher of *The Illinois Teacher*.

Thomas M. Balliet, of the Cook County Normal School, offers his services as lecturer and instructor in institutes. His duties at the Normal School are such as to permit him to fill a number of engagements during the year. There can be no question of his superior fitness for such work.

STATE NEWS.

Examinations for State certificates will be held this year as follows: August 18–21, at Chicago, Dixon, Bushnell, Danville, Normal, Springfield, and Centralia. For particulars address the State Superintendent.

The sixteenth annual meeting of the Illinois Society of School Principals will be held in Chicago, July 1 and 2. The following lecturers have been secured:

J. W. Holcomb, State Superintendent of Indiana. Subject, "School Economy." This lecture will be discussed by A. G. Lane and others.

J. W. Stearns, Professor of Pedagogy in the Wisconsin University. Subject, "Moral Education." Discussion by S. M. Inglis and J. W. Cook.

J. M. Greenwood, Superintendent city schools, Kansas City. Subject, "Psychology and Teaching." Discuss on by N. C Dougherty and others.

J. L. Pickard, President Iowa State University. Subject, "Relation of Superintendent, Principal, and Teacher." Discussion by O. T. Bright and others.

The meetings will be held in the Methodist Church Block. The Sherman House makes a discount of one-half dollar a day to members. All railroads will return members at one-third fare.

The complete programme will be published in our June number.

MACOUPIN COUNTY.

Mrs. Ransom and Mrs. Virden will conduct select schools in Virden.

Miss Josie Witte, of Carlinville, is now attending the State Normal school.

The school at Chesterfield, under the management of Mr. G. A. Scutt, has been carried on successfully.

Mr. John F. Mitchell, of Staunton, has quit the life of a pedagogue and has gone to travel for a Cincinnati house.

The closing of Mr. Will B. Otwell's school at Laurel Hill was a very pleasant affair. The term was a profitable one.

Superintendent Bowersox has issued a circular containing the names of all school directors and teachers in the county.

Mr. C. E. Reeve and wife are conducting a select school in Staunton. Miss Addie Witt has a school in the same town.

Miss Kittie Mitchell, who has been a very successful primary teacher in the Staunton schools for several years, was married March 25, in St. Louis, to Mr. Jageman. We extend best wishes.

Prof. W. M. Evan's school, of Girard, gave a very interesting entertainment recently. This closed his second year's work there. He has gained the confidence of the people and will undoubtedly be retained.

Prof. E A. Gastman, of Decatur, talked to the Carlinville teachers April 11, on Reading Circle. He spoke to an attentive audience in the afternoon on "How Shall We Train Our Children?" Superintendent Bowersox is prepared to furnish books to all who desire to begin the work.

At the Palmer Prize Oratorical Contest, held at Blackburn University, in Carlinville, Mr. A. G. Taylor, of Hillsboro, subject, "The Architect," won first prize; the second was divided between C. M. Brown, of Hillsboro, and J. M. Brown, of Baldwin, there being a tie.

The schools of Virden closed April 24, having had a seven months' term. The schools have done excellent work under the management of Prof. B. F. Stocks. Mr. Stocks was admitted to the bar four years ago and will in the future engage in the practice of law. The Virden high school had no graduate this year. Miss M. E Sewell succeeded Miss Lucy Beattie in the East Primary, in February, the latter resigning on account of the ill health of her mother.

Teachers from Gillespie, Bunker Hill, and Dorchester, held an institute at the latter place March 28. The ladies of the neighborhood and town provided a bountiful repast, and about 125 were present to enjoy the meeting and to partake of the dinner. The like had not been witnessed in the town before. Mr. and Mrs. Sawyer have had charge of the schools there for four years past, and have given the people a good school. The success of the meeting was due to their efforts.

An Institute was held in Bunker Hill, April 18. The meeting was one of the most interesting and profitable ever held in the county. When the teachers of Bunker Hill attempt anything they spare neither time nor labor to make it successful. The morning exercises consisted of an address of welcome by Mr. T. E. Moore; "Some Best Ways to Teach Grammar," by Mr. H. Sawyer, and an address by Mr. F. Y. Hedley, on "Possibilities." This lecture was listened to with close attention. The same lecture had been delivered before academy pupils and the public school on previous occasions. The lady teachers served a bountiful dinner of substantial eatables and well-prepared delicacies to satisfy the most fastidious. About one hundred can attest the fact that the feast was a grand success. In the afternoon Mr. R. A. Hayes led in the discussion of "County Supervision." The Association resolved that they desire supervision in Macoupin county.

Miss Brinkham gave an interesting class exercise in oral geography, and Miss Katie Richmond in language.

"Moral Culture in School" received considerable attention.

Rev. S. L. Stiver, of the Academy, read a very comprehensive paper on "Higher Education."

Mrs. Sawyer did herself credit in the discussion of "Primary Work."

The next county Normal will be held in Brighton. It will be held in connection with Jersey county, and will be conducted, we understand, by Prof. Pike.

A. G. E.

ADAMS COUNTY.

Miss Millie Roberts, of the first year class, Clayton high school, is teaching during the spring term.

Miss Dora Curry has finally consented to remain in charge of the Blue Stocking school. The directors appreciate her efforts.

Mr. and Mrs. O. W. Colegate have closed their respective schools, and are now enjoying the quiet rest after successful work.

Miss Phirman, of Coatsburg, visited the Clayton public schools last month, at the request of Supt. Jimison, to note particularly the primary work.

The schools of Camp Point are in a very prosperous condition. The primary rooms are particularly notable. Prof. Hall is quite able to supervise the earnest work. Maplewood will have two graduates this year.

The commencement exercises of the Clayton high school will occur May 15. There will be four young ladies who will graduate in the course of Pedagogics, and five who will graduate in the higher English course. Dr. Tanner, president of Illinois College, will deliver an address on that occasion.

KANKAKEE COUNTY.

The city schools had a vacation of one week, beginning March 30.

The Manteno schools are progressing finely under the direction of Prof. McKnight.

Miss Wolcott, principal of the Momence schools, visited the Kankakee schools last Thursday.

Four of the young ladies who attended the city schools during the winter, are teaching this spring.

Prof. O. F. McKim, who taught at Buckingham during the winter, has a good position in Iowa.

The spring term opens with a full attendance and interest. There have more non-resident pupils attended this year than ever before.

Mrs. Dye, the County Superintendent, reports that she recently held an examination of several of the schools in the western part of the county, which proved quite satisfactory for the first one, and awakened a considerable interest in the school communities of that vicinity.

As complaint is so often made that it is so difficult to keep the boys in school, perhaps it is worth while to mention that in the grammar grades there are more boys in attendance than girls; in the sixth grade thirty-three boys and twenty-three girls; and in the entire enrollment of the city schools over a hundred more boys than girls.

At the last meeting of the county association, held March 21, several interesting topics were discussed. The question of raising funds to secure a library for the use of the teachers of the county was considered, and a committee appointed to report at the next meeting what course should be pursued. A committee was also appointed to determine upon what basis the premiums should be awarded at the County Fair, from the sum appropriated by the County Agricultural Board for school work. F. N. T.

HENRY COUNTY.

The annual Institute was held at Kewanee, March 23-27. The attendance was very large. The leading teachers of the county presented exercises, and assistance was also rendered by Miss Kennedy, of the State Normal, who conducted class exercises with children who had never attended school. Evening lectures were delivered by W. B. Powell, Miss Susan B Anthony, John W. Cook, and Col. Parker. The large hall was crowded each evening. A daily paper, with full reports of the exercises, was published during the session.

Henry County has a large number of graded schools under the charge of efficient superintendents. The County Superintendent has little need of outside talent. The Geneseo Collegiate Institute and the Northwestern Normal are also within her borders, and are furnished with accomplished instructors who lend material assistance to educational meetings. Superintendent Rosseter reports things in good shape, which is what might be expected.

WILL COUNTY.

The interest awakened in school work in the county is due chiefly to the untiring efforts of Superintendent McKearnan, who has given himself thoroughly to the task of improving the country schools.

The most interesting educational event of the year was the competitive examination contest. All pupils who had made an average of eighty in the township examinations, and all pupils in the high and graded schools of the county, were admitted. One hundred and thirty-seven competitors entered for the prizes. The first prize, a beautiful watch, was won by Carrie Corbin, a young lady of fifteen, a pupil in a country school near Elwood. The presentation was made by Superintendent McKearnan, at the M. E. church in Elwood, on the evening of April 20. In the course of his remarks Mr. McKearnan said:

"The several committees carefully examined the papers, and, after careful deliberation requiring several days, reported to the general committee, who made averages and declared that the unassuming miss of fifteen years, from a country school in your township, was justly entitled to the first position of rank in this grand contest. Considering the advantages of a common country school as compared with those of the high and graded schools of our cities, the credit which she has reflected upon herself, her teachers, her parents, and her friends, defies description. To the people of Will county and to the pupils in our public schools, her name shall be a synonym for intelligence, industry, and perseverance. I shall forever be grateful to her for the example she has set the pupils of the county, showing that honest perseverance will overcome all difficulties."

MERCER COUNTY.

The graded schools of Mercer county will close at dates given below, and with commencements in the evening:

New Windsor, June 1, graduating class of six; Viola, May 29, class of five; Keithsburg, May 22, class of fifteen; alumni held May 23; Aledo, May 21. class of six; New Boston, May 1, class of five.

Teachers' Institute had a profitable and interesting meeting at New Windsor March 21. The exercises were as follows: "Fractions," by William Bell, of Viola. Mr. Essley, of New Windsor, conducted a class exercise, topic, "Percentage." Miss Cooper, with a class of little folks, illustrated her plan of teaching object lessons. An interesting paper, subject, "Primary Teaching," was read by Miss Atwater. Prof. Atwood, of Henry county, read an instructive paper on "Methods of Teaching United States History."

The next institute will occur at Viola, May 9. Superintendent Dougherty, of Peoria, will be present and conduct the exercises. B.

MONTGOMERY COUNTY.

Hillsboro and Nokomis are forming reading circles.

The commencement of the Litchfield High School will be held on Friday evening, May 22. There will be about ten in the graduating class.

The Butler schools closed recently. The grade of the school has been raised. Prof. J. N. Shippey has conducted a good school there. He is an untiring worker, and his assistance in the county association has been appreciated.

The last meeting of the Montgomery County Teachers' Association was held in Hillsboro, March 28. On the evening before, Dr. Robert Allyn, president of the Southern Normal, delivered an address on "The Fourth 'R' in Education," to a very large audience. The attendance during the day was quite large. The programme was carried out. "Proper School Incentives" was discussed by G. E. Ayers. Dr. Allyn gave some good advice on the same subject. Prof. A. P. Allen presented a strong paper on "What Amendments are Needed in Our School System." The merits of the proposed reading circle were presented by Mr. G. F. Miner. The teachers of the county desire to begin the work and the Superintendent was instructed to confer with the State Circle concerning the organization in the county. J. N. Shippey led in the discussion of the subject, "To What Extent Should the Teacher Assist the Pupil?" "The Recitation: Its Objects and Methods," was discussed by Miss Annie Zimmerman and others.

The last County Association adopted the following resolutions:

WHEREAS. The statute charging a fee of one dollar for the examination of teachers, and creating a fund for the support of county teachers' institute, has, in our estimation, resulted in great benefit to the cause of education in this county; therefore,

Resolved, That we, the teachers of the county, are desirous that the same shall remain in force; and we request our representatives to oppose any efforts to abolish the said statute.

Resolved, Also, that the Senate Bill 114, providing a more complete supervision of the schools by the county superintendent, meets a pressing want of these schools, and that we desire our representatives to give it their earnest support.

Resolved, Further, that we request our Board of Supervisors to allow time to the superintendent of this county to visit all the ungraded schools; and also to hold monthly meetings of the teachers of the different townships, until general provisions shall be made for this purpose by the State.

DU PAGE COUNTY.

In response to a very interesting program, a large number of teachers were present at the meeting of the County Association, Saturday, April 4.

The first exercise on the program was a paper by Mr. F. C. Cole, of Hinsdale. It contained many practical points, was listened to with much interest, and was followed by a discussion.

Prof. J. W. Troeger, of Blue Island, Ill., then presented an exceedingly able address on "Attention, How Secured." A discussion led by Prof. Claflin ensued.

"General Exercises" was the subject of an excellent talk by Prof. L. M. Umbach, of Naperville. He said that every school should have such an exercise once a week; a half hour on history or botany, or some other interesting subject, in which the entire school can join, will be of much benefit, and will also cultivate observation and attention; learning "thought gems" is of value, too, as it tends to develop the memory and inculcates good ideas.

The first exercise in the afternoon was "Drawing," by Mrs. Nutting, assisted by a class of young ladies and gentlemen. The benefit of a course of instruction in this art was clearly shown.

Hon. James Claflin, of Lombard, then delivered a discourse on "The Relation of our Public Schools to the State." His ideas were given in a clear, concise manner, and were listened to attentively. A brief discussion followed. These meetings are constantly increasing in interest and attendance, and no teacher can afford to miss one.

BOND COUNTY.

J. G. Donnell, of the Reno graded school, has gone to find his fortune in the west.

Ben Shiply, formerly county superintendent of Fayette county, has taken charge of the Donnellson school, and we look for good work from him.

Robert Thacker and wife, who have charge of the Donnellson school, have resigned and taken the Sorento school. Mr. Thacker is justly considered one of our best teachers, and as a result has no trouble in securing our best school at good wages.

This county has sustained a severe loss in the death of Prof. W. J. Creswick, principal of the Mulberry Grove graded schools, over which he had charge for several years. The term was completed by Thomas J. Rench, who, on account of failing health, will permanently retire from the profession. The county can ill afford to lose such teachers.

During the past winter I have visited all but ten of our rural schools, and think I can see signs of a general awakening on the part of patrons, pupils, and teachers. Better and more commodious houses are being built, better furniture procured, and in some schools apparatus furnished. But while much is being done much more needs doing. But we are thankful for this good start. With the most of our teachers there is an earnest effort being made to grow better and stronger for the work. What I find lacking more than all things else is a knowledge of *how* to teach. Some very crude methods are yet in vogue with some teachers; but I can't complain, for an honest effort is being made to learn better. More educational literature is taken, and more books on teaching read, and teachers' meetings better attended, than for the last ten years.

The quarterly meetings for the whole county have constantly grown in interest. The last quarterly meeting, held April 4, was a grand one. The meeting was held in the high school room, and so great was the attendance that extra seats had to be provided. Besides fifty-three of our own teachers, we had present teachers from Clinton, St. Clair, Madison, Fayette, Montgomery, and Effingham counties, together with quite a sprinkling of school officers. We had a regular love feast. Papers were read on the following topics: B. F. Shipley, "What Shall Teachers Read?" Robert Thacker, "Duties and Responsibilities of Teachers;" Rev. J. G. Wright, "School Discipline." Besides these, Township Treasurer, R. K. Dewey, presented in a good talk, "Duties and Responsibilities," or, as he put it, "Trials and Perplexities of Treasurers." Prof. J. C. Burnes gave some fine philosophical and chemical experiments.

At the close steps were taken towards forming a reading circle, which, in the near future, will enter upon its work.

Take it all in all the educational outlook in this county is good. I think two of our teachers will attend Normal the next year, and perhaps more.

P. C. REED.

SPRINGFIELD.

The C class, second year, of the high school, are reading Emerson's essays.

Superintendent Feitshans humorously suggests that a committee be appointed to conduct teachers out of their rooms after school.

The Board gave two weeks vacation that teachers might visit the exposition at New Orleans. All the ladies in the high school availed themselves of this opportunity, as did also several others.

"The Great Republic" has been given by the school children under the management of Messrs. Burns and Schneider. The result may be briefly summed up as follows: drama fine, labor great, profits (in Springfield) small.

Miss Lena Raab, the daughter of State Superintendent Raab, is now in Europe. Her place in the office is supplied by Miss Mathilde, whom, with her vivacity and musical genius, we are sorry to lose from the high school.

Miss Meyers, of the Lincoln school, was married during the vacation, to Mr. O'Conner. The Board complain that they would not have lost her services, if they had not granted so long a vacation. Her place is supplied by Miss Hansell.

A striking feature of the New Orleans girls' high school was the marching. Such grace, such dignity, such a high spirit radiated from every muscle, and shone from their eyes. It was the genuine martial fire toned down and agreeably softened.

Think more of the pupils, and the manner in which you are making impressions, than of the subject matter Have your subject so near you, be so full of it, that teaching it requires no effort,—then will the effect upon the pupils be greater. Never ask a child to do anything to please you; ask him to do it because it is proper between man and man, because it is right.

The schools were dismissed April 15, to take part in the Lincoln memorial services. Each school in the city furnished floral designs, that from the Lincoln school being perhaps the most costly and beautiful. The money was raised by voluntary contributions of a few cents each from the children. The high school gave a ladder, the frame made and covered with flowers by the pupils.

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VALUE OF CYCLOPAEDIAS IN THE SCHOOL ROOM, AND THE BEST MANNER OF USING THEM.*

BY PROF. A. A. WEBB, FORT MADISON, IA.

The growth of ideas is dependent upon facts; the acquisition of facts upon opportunities for accurate information.

No man's genius will enable him to explore, single handed, the realms of Nature; nor can he successfully invade, without auxiliaries, the wide domain of science, literature, and art, and bear off by the force of his aspirations, and his love of independent action and original research, the rare gems of knowledge scattered over millions of pages, in thousands of books.

It is folly for any one to assert his independence of the labors of others, for there is a mutual dependence, ordained by God, in all that affects His creatures, that can not, must not, be ignored, whether mental, moral, or physical advancement be the goal of him who aspires to greatness, usefulness, or renown.

The cyclopaedia, or encyclopaedia, is the center of an ever widening circle of knowledge, whose radii reach the limits of mental research. It is the student's lighthouse, and so brightly is it illuminated by the rays that have emanated from the minds of learned men, that it may be termed the guide of all who feel an interest in the history of events, the developments of practicalities, the elimination of false creeds and unsound doctrines, the formulation and perfection of new theories—in fine, it is the compilation of all that is worthy of preservation, and enables us to discriminate between the good and the evil, the false and the true, the theoretical and the practical, since it describes with infinite variety of diction and minutest accuracy, whatever we wish to investigate.

It is the embodiment of the results of the greatest of earth's laborers in the field of letters, for its pages teem with fruits of patient and laborious research, with opinions evolved and matured in the midst of active investigation.

Macaulay was called "a book in breeches," so varied was his learning. Even if the teacher is "a book in breeches," it is a valuable aid to have the cyclopaedia which the pupil may consult at *any* time. Teachers—those of the living, active sort—have, of all men, infinite need of a variety of information. Recitations, and other daily contact with pupils, discover this need; and a conscientious desire for the faithful performance of duty, made more imperative by the cravings of youthful minds intent upon knowing thoroughly, rather than superficially, whatever may have awakened their interest, reiterates the demand in a manner so forcible that none but the most callous can resist its appeals.

Text-books are necessarily incomplete, and often furnish but an outline of the subjects to be elucidated; hence the necessity for supplementary learning on the part of the teacher—a store-house of still more complete and universal information, upon which he may draw to replenish his own stock in time of need.

Yet no *true teacher* would continually pour dry facts into the minds, or rather the ears, of his pupils, as one would pour corn into a sack; for his powers of observation would soon teach him that there was a rent in the receptacle through which much that he wished retained

*Prize Essay.

was constantly escaping; and, if at last, the memory were ostensibly filled by this process, the inertness of the mind would be painfully striking.

Mental growth and activity can only follow the complete digestion and proper assimilation of words, sentences, and ideas which they embody. Education is the unfolding of the mind, the evolving of new ideas, the perfecting and strengthening of the old, the systematic arrangement of crude and often disconnected facts into one powerful and harmonious whole. It has for its object the perfecting of human skill, adaptation to true happiness, and the furtherance of the designs of Him who "holds the waters of the great deep in the hollow of His hand."

The cyclopaedia is a factor in educating men and women, and, indirectly, in educating children, since it is generally found in the teacher's library, and is often his stanchest friend and most reliable adviser. But the school room is the cyclopaedia's proper and most useful sphere, and the skillful educator can readily make it a powerful assistant and the friend and companion of his pupils. Independence being an inherent characteristic of mankind, children will speedily learn to help themselves, if the means of self-help are easily accessible, rather than rely solely upon the teacher; and what better and surer means of self-help can we offer them than a first-class cyclopaedia of useful information?

Example is often better than precept, especially in dealing with children, so it might be well, when introducing a book of this kind into the school, to say but little concerning the importance of using it freely. Simply suggest that those who desire additional information, on any subject, can obtain it by referring to the cyclopaedia. This will be sufficient encouragement, and all the incentive that is necessary, for those who are naturally intelligent and ambitious to excel; for such pupils, like the shrewd and far-seeing man of business, need but a hint as to the ways and means that lead to success, their natural tact easily removing the minor difficulties and maturing the full plan of procedure. But as the intelligent and ambitious are often in the minority, other plans must be devised to lead the great unthinking majority along the paths of self-reliance, to where the trees of knowledge groan beneath the weight of delicious fruits, that need only to be tasted to be appreciated and desired.

This class of pupils, this majority, will perhaps tax our skill a little, but let us see if we can not reach their dormant energies, and place them on familiar terms with a new friend. They have refused to introduce themselves to the stranger, but they begin to regard the formidable looking tomes, with their neat and substantial binding and clean pages, with far less disfavor. No lessons are assigned in them, and, after all, they may not be such instruments of torture for the youthful mind as the first view of them seemed to indicate.

The teacher is instructing a class in physical geography, and the subject of the recitation is the trade winds. The text-book is a little deficient in its treatment of these winds, so the teacher sends William Paul, a boy who does fairly well in his studies, but who might do much better, to bring that volume of the cyclopaedia which treats of subjects beginning with "T." The book is brought, and the teacher turns to the proper page and reads an interesting paragraph on the winds about which the class have been studying. William is both pleased and interested. He has learned something new, and has done something toward helping himself and his classmates. The book with the letter "T" has risen somewhat in his estimation. It is *not* a very dull book, and he will probably go to it again for future information on the same subject. Another time William may be asked to read to the class a certain paragraph in the cyclopaedia, explaining the formation of frost. He does this and is still further impressed with the merits of what he once considered his enemy. Again, he is requested to consult the volume in which the classification of the clouds is given, and tell the class what he finds that is not in his book. He doubtless finds *something* new, and he has the satisfaction of telling his classmates something that was heretofore unknown to them. That is a long step forward, and will certainly do much towards relieving him of his unfriendly feeling for the big books. They already seem *half good* in his eyes, for besides the information they gave him concerning the trade

winds, frost, and clouds, while hunting up these topics his eye fell upon something about fish that pleased him, for he is a disciple of Izack Walton and likes to study the habits of the whole finny tribe. He will certainly find that page again, and in so doing may find something else to interest him.

This plan, if successful with William, and it will rarely fail of final success, will just as surely succeed with others that are like him. He will awaken the interest of boys of his own kind, and the teacher will need only to direct them aright.

Sir William Hamilton says: "The primary principle of education is the determination of the pupil to self-activity; the doing nothing for him which he is able to do for himself." Precept alone will not lead to this desirable result. Example should do its part. Let not the teacher fear to confess his ignorance, but rather let him cheerfully say: "I will try to find out." Let him use the cyclopaedia whenever he has need of its help, and his pupils will not fail to catch the spirit of self-reliance from his example.

"Heaven is not gained by a single bound,
But we build the ladder by which we rise,
From the lowly earth to the vaulted skies,
And we mount to its summit round by round."

THE CLIMATE OF CALIFORNIA.

BY PROF. GRANVILLE F. FOSTER.

PART I.

The climate of any particular region of the earth's surface is a resultant of all the effects, exerted by such physical conditions as may obtain in the region in modifying or altering the climate, which would exist in virtue of the effect of the sun's rays alone—an effect varying in the ratio of the cosine of latitude, from the equator to the poles..

Among the physical conditions modifying climate, are: Altitude above sea-level, quality of soil, slope of land, relation to mountains in the vicinity, nearness to bodies of water, temperature, force and direction of ocean currents contiguous to the shores, number of cloudy days in the year, amount and distribution of the annual rainfall, and force and direction of prevailing winds.

Now, the major part of the State of California is so situated that nearly all of these modifications of astronomical climate are enabled to exert a most unusual effect in elevating the temperature of winter, while they exert no inconsiderable effect in mitigating the heat of summer.

By reference to the map, the reader will observe that two very lofty barriers, both very wide as well as high, one of which, the Rocky mountains, extends all the way from Behring Sea to the Isthmus of Panama, and the other, the Sierra Nevada mountains, less extensive, but on the whole loftier, and from a climatic standpoint more effective, deflect all Arctic winds from the Pacific coast, thus preserving this region entirely from their effects. It is owing to these winds, which often sweep down from the North Polar Sea, through the immense funnel which lies between the Rocky and Alleghany mountains, that the Mississippi Valley is so subject to the violent changes in temperature which so characterize it. These winds, starting with the speed of a hurricane, often have force enough to carry them nearly, or quite, to the Gulf of Mexico, only slightly modified in temperature in their hasty flight over the vast stretch of territory which forms America's immense Central Plain, as witness how far into the sunny regions of the South, a Greenland climate was injected during the memorable winter lately passed, when unprecedented snow storms blocked up railroad trains almost in sight of the Gulf. From all such sudden and violent changes in temperature, California is everywhere, even in the higher altitudes of the mountain region, entirely free.

Two other very efficient causes of the mild climate of the whole Pacific Coast will be found in the prevailing west and southwesterly winds, and the effect of the warm Japan Current which washes the entire coast line, from Lower California quite to Behring Sea; while doubtless, at the same time, the extensive Colorado Desert, which lies north of the Gulf of California, with its hot simoons and sand storms, exerts a marked effect in keeping, at an elevated point, the temperature of the region lying between the Sierra Nevada mountains and the Coast Range.

This article is headed "The Climate of California," but it would have been more in ac-

cordance with truth to have written "The Climates of California," since few regions of the globe possess so many in so limited an area; and yet a careful survey of the field will serve to reduce the number to four, with four well-defined regions, of considerable extent, corresponding therewith, namely:

1. The low plain of the Sacramento and San Joaquin.

2. The Western Slope of the Coast Range, north of the 35th parallel of latitude.

3. The Western Slope of the Coast Range, south of the 35th parallel of latitude.

4. The elevated plains and valleys of the Sierra Nevada mountains.

Though widely differing with each other, the climates of these four regions, as compared with that which obtains in the Mississippi Valley or on the Atlantic Slope, are found to have several features in common.

These features are:

1. A small difference between the mean temperature of winter and that of summer; in one case amounting to only 7°, as at San Francisco and Monterey, and never exceeding anywhere 18°, which last represents the difference which obtains at Boca and Truckee, in the higher elevations of the Sierra Nevada mountains.

2. The great difference between the temperature of the day and night; being the least on the coast, and greatest in the mountains, making it pleasant at nights even in the heated plains of Southern California, and quite cold, even to frost, during the summer months, at elevations of 6,000 feet or over.

3. An entire absence of cyclones, blizzards, or fierce storms of rain, wind, or snow, everywhere.

4. A paucity of thunder storms; these being almost unknown in some sections, while they do sometimes occur in others, with long intervals between, as, for instance, in the mountain region.

5. The existence of only two seasons—the wet and the dry; the wet season being divided into two periods of moderate rains (the former and the latter), with much fair weather between, while the dry season is everywhere perfectly cloudless and serene, though the Western slope of the Coast Range, from San Francisco northwards, is often at this season densely obscured with fogs, which, however, never turn into rain.

Snow, which is not seen one year in ten or twelve in the Sacramento Valley, falls copiously in winter in the higher altitudes of the mountains, creating here a store of waters to be gradually dispensed to the thirsty valleys beneath, during the long continuance of the dry season.

The rainy season is, in the mountains, somewhat prolonged, and the snow-fall is here phenomenal indeed, though never accompanied with either the severe wind or cold which characterize snow storms in the East. There is a constant, steady fall. As much as five feet have been known to fall in one day, and thirty feet may lie over the whole ground at one time.

Perhaps there is no other region on the face of the earth that has so pleasant and delightful a summer, that can boast of so warm a winter. The whole Sacramento Valley and the Coast region cannot be said to have any winter in the Eastern significance of that word —a little frost in January, a few chilly days when fires feel good, but no snow, and rarely any ice, even the eighth of an inch thick, upon water exposed in shallow vessels; heavy rains in December, continuing sometimes into January; clear, beautiful, warm weather in February and March, and the latter rains during the last of March continuing into April. These are some of the characteristics of a Californian winter, which added to the blooming midwinter gardens, in which tropical plants grow together with those of a temperate clime, in the open air, *the winter through*, without fear of biting winds or killing frosts, make California, in winter, at least, a paradise for those who have escaped the blizzards, the snow storms, and cold of the East.

But the reader will be greatly mistakened if he supposes all is perfection, that there are no shadows to the picture frequently so faultlessly drawn of a Californian climate, and hence the writer would be false to himself and to his readers if he allowed any such false impression to be gathered from what he has written. Doubtless there are numerous points in California which have a climate as near faultless as can be found on the surface of our planet, far better, certainly, than can be found in

Italy, or Florida, or anywhere else, as for instance, at Santa Barbara, Los Angeles, or Monterey; but all these places are exceptionally located.

During the summer months the heat of the day in the Sacramento Valley is excessive, and frequently north winds blow which are perfect siroccos, filling the air with an impalpable dust, withering every green thing, and enervating men and animals. These winds never blow in the Coast region, but here in summer, on the other hand, are the fogs and the chill winds of the Pacific to take their place. It is but fair to say, however, that these dreaded north winds are rare, and that the chill winds of the Pacific are the very breath of life to those whose lungs are strong.

CHILDREN AND SCIENCE.

BY M. L. SEYMOUR.

I.

A lover of children and science will be likely to enjoy the attempt of bringing the one in contact with the other. Should such a person assume to direct the seeing, control the thinking, and encourage free expression in children of primary grades, he will soon learn that it is easier to direct a dissection or to analyze a flower.

In this short article, it is presumed, rather than argued, that the children in our public schools should be instructed in the elements of science. By this is not meant object lessons as sometimes pre-arranged, including the language of the teacher and pupils, but the actual inspection and handling of objects, the teacher being the guide and the children doing the work and the talking.

The aim certainly must not be merely the accumulation of facts.

Froude says: "The only real knowledge a man possesses is that he can use; all else hangs as dust about the brain, or vanishes as dew upon the drying stone."

The object must be training—training the sight, the judgment, training in the free use of right language.

That such work can be done in primary grades, and, in fact, is done, no one need doubt.

A well planned effort on the part of any teacher in this field of work will pay, even if the estimate be lowered to consider it as "Aids to Language Work."

To all teachers who have made the attempt indicated, each has probably found his progress barred by the same difficulties. Among these are:

1. Seeing objects as wholes, thus leading only to their names.
2. Seeing without aim, hence reaching no conclusion.
3. Seeing without order, hence the getting of facts without relation.
4. Seeing but being unable to interpret what they see, thus losing interest.
5. Reluctance in expression.
6. Inability to write freely and well.

To any teacher who has tried to bring a class of seven-year-olds into the presence of a live parrot or a mounted rabbit, these difficulties are certainly not imaginary, or "fixed up." They are all real.

Granted, that the children are the brightest, and that the objects are many and varied, and further, that the two are brought together apart from the hum and work of the school room; still the teacher will soon feel that the results warrant "waiting" until the children are older.

In some future number of THE SCHOOL JOURNAL, the difficulties named will be considered in their order.

THE MODERN SCHOOLMASTER.

BY LAWRENCE M. ENNIS.

Not long ago there appeared in the columns of *The Current* an article devoted to the schoolmaster of old and his influence on the men whom, in earlier years, he thrashed and educated.

And in these days of free schools and educational facilities, although the institutions are praised, honored, and toasted by press and people, how few there are who reflect upon that potent power, that silent majesty, that source of plan, project, and prejudice—the schoolmaster! Of recent date the cry, "Sustain the preacher himself better," has rung in the ears of the people and awakened symptoms

of reform. The preacher in the pulpit has a grand and noble field of action, but in the consideration of all that tends to good government, to national prosperity and success, to all the essentials of the future of our people, how meagre is the power of the pulpit compared with the influence of the teacher. The preacher is necessarily a partisan, and prejudiced as far as his own creed and dogma are concerned. His hearers understand his partisanship, and, as co-partisans, listen to his teachings. Generally speaking, they have reached the age of individual opinion, and what he tells them but emphasizes their belief.

Is argument necessary to demonstrate the truth of the statement that the child's mind is like a blank page, ready to receive and retain every impression? It certainly seems the recognized fact is that the early impressions in life are the most potent in directing the future opinions and actions of the individual. The influence of home and its surroundings, so universally recognized, and upon which subject volumes of sermons and theses have been written, is of itself an argument to sustain the position. The child is sent from the home to the school, and parents, who, with jealous care and commendable prudence guard their homes from all things pernicious, and elevate them with every aid to the moral and mental growth of the child, unreservedly, blindly, and even dangerously send their children, day after day and month after month, to listen to the teachings, the ideas, the opinions, and the prejudices of a man or teacher as unknown to them as man can be to man.

It has been said, and wisely, too, that often the breadth and depth of a man's mind is measured and controlled by his associates, and that a school teacher, in time, pursuing year after year the same pathway, would have his mind confined to a single narrow channel, and, like a rule of natural philosophy he teaches, have the momentum and force of the combined minds of the pupils attract his mind; that instead of lifting them he himself would be reduced to their mental calibre. And the parent, in ignorance, knows nothing of the worth or views of the man who is destined to rival even his own influence with the child. In the school room the teacher is an autocrat; from his opinion it is rarely that a child appeals. The sense of his learning, of his importance, of his all-knowledge, raises him to a lofty eminence in the minds of his pupils. What the teacher says they believe with the faith of childhood, and they retain it with that retentive memory so characteristic of the young. If he errs they believe his errors; if he preaches a false doctrine they are blind followers. "My teacher said so," is, in the child's mind, an all-powerful and invincible argument.

And how are these patient, worried, grand men, who teach the youth of to-day, treated? What recompense is there for them for the labors they perform? We speak now of the life-long teachers, and not of the makeshift teachers who use the pay of the instructor to aid them to prosecute their studies in law, medicine, or theology, and who intend to teach only until they receive the coveted degree or diploma. Any man of observation can answer the first question. The teacher, as a rule, is a stranger to the parent; he is not invited to the home of his pupil; he is given his position because he holds a teacher's certificate, and because he is willing to work for the stipend allowed by the school directors. The teacher's certificate certifies that he has the requisite knowledge of the ordinary branches he is to teach; that he has read the text-books, and can answer questions to the satisfaction of some school superintendent. The school directors, who are in many cases the accidents of some political convention or caucus, who are often ignorant, examine the certificate, set the salary at the lowest possible figure they can obtain a man for, and then, having done their supposed duty to their constituents, rest in peace until a new teacher is wanted, save and except perhaps when some complaint as to school management is made. And complaints from dissatisfied people are generally from those who expect the teacher to furnish brains or ability to backward pupils.

The parents of the present age are criminally and morally guilty of neglect and ignorance of the teachers of their children. And if there are good teachers and noble, true men and women in the school rooms of the land to-day struggling for a mere livelihood, it is due to their own personal worth and not to

any aid or encouragement they receive from the parents or the public generally.

What, then, is the reward they seek, and who yields it to them?

The reward of the true teacher is the same reward that thousands struggle for in the various positions of life—the reward of doing one's duty for duty's sake. And the reward received is in the heartfelt memories and treasured recollections of the pupils whom they taught.

Yes, in this modern day, even in our great cities, there are men of all classes, and in all the grades of life, who cherish and remember the counsel, advice, and sayings of the schoolmaster, along with those sacred memories of words spoken by a fond father and loving mother.

A Chicago lawyer recently said: "It is startling to me when I think of how nearly every day of my life the sayings and advice of old Dr. ———, my good old schoolmaster, come to my mind and influence my actions. His memory will never die while I live, God bless him!"

And the old schoolmasters, how proud they are of "my boys!" Talk to one of these veterans and hear him speak in glowing terms of the success of one of "my boys." And the "boys" never forget their regard for their old teachers. A most striking example of that came to the observation of the writer lately. Fifteen years ago a Mr. L——— was the principal of a grammar school. At a late election great political and partisan excitement ruled. In one ward a large political club, composed mainly of young men and of the most active partisanship, was organized—men who believed that their ticket must be elected at all hazards. Mr. L——— was a candidate on the opposition ticket, and all day long these young men scratched their tickets, and, for excuse of their political "heresy," as their associates termed it, said: "Well, he once was my teacher, and I will not go back on him now." It had been years since he had seen them, their names and faces were forgotten, but they never could, or never would, forget him, even though partisan politics separated them.

Parents, honor the teacher of your children. Pay him better wages, commensurate with his duties and responsibilities. Invite him to your homes, aid him to broaden and develop his mind, and let him peep at the world through your spectacles. Look upon him as a man and as a *teacher*, and not as an automatic expounder of text-books, or a mathematical calculating machine. Our public schools are the mile stones that mark the progress of civilization; the more elevated the rulers of those schools, the greater the progress. Let that progress, then, be aided by all who, looking back to days that are gone, can mention the name of some old teacher and reverently say, "God bless him!"—*The Current.*

PRIMARY WORK.

BY SOPHY G. KENYON.

IV.

One who undertakes the instruction of a class in number must expect to make haste slowly and meet with many discouragements. In learning to read, the children are only becoming familiar with another form of expressing their thoughts. They talk about a ball or a hoop, then learn to recognize the word which will bring to the mind a picture of the object. If learning to count meant merely connecting figures with corresponding objects, the task would be comparatively easy; but during the first year figures form a small part of the work. It is scarcely possible to map out a certain amount of work for a year, as children vary so greatly in their ability to comprehend this branch; but if the numbers from one to ten are thoroughly mastered in that time the teacher ought to feel satisfied with the result of her efforts.

The first step is to discover how much the children already know, which is done by counting objects, thus: "Bring me three balls, two slates, five blocks, four stones;" "count the girls in this picture—the pencils in this box." It is well to have a variety of objects, and this may be accomplished with little trouble or expense, for stones, beans, sticks, and common blocks are easily obtained, and children, with their vivid imaginations, will play they are cows or horses, and enjoy the games as thoroughly as if the objects handled were toy-animals. Cubical, square, or oblong blocks cut in sections furnish the best mater-

ial for developing the idea of fractional parts. Form and color are easily combined with number by means of such blocks, some of them being painted in the primary and secondary colors. A chart for each number may be made by pasting colored papers cut in geometrical figures on manilla paper or Bristol board.

Thus equipped, and with the knowledge that the first lessons must be games to the little ones, the teacher will not find the dreaded number dry, or her pupils uninterested. When the children can select any number of objects from one to five, they are prepared to begin making combinations. The figures from one to five may be copied at the seats, and the name and meaning of each developed in the following manner: One child is sent for two cards; another points to the figure that means two. Teacher points to the figure 3, and children bring three objects. This, instead of confusing children, furnishes another variety in seat-work, and as the knowledge of numbers increases, the figures are learned with as little effort as the letters in the first reading lessons; but the teacher should guard against giving the figures prominence by remembering that she is giving *number*, not *figure*, lessons.

Each number is built up: one and one are two; taken apart, one from two leaves one; measured by the lower numbers, two ones in two; and divided into fractional parts, one-half of two is one. At first it is best to confine fractional parts to halves; afterwards, when children have become expert in handling the blocks, other divisions are readily found. The number, three, is considered thus: One and two, two and one; one from three leaves two; two from three leaves one; three from three leaves none. There are three ones in three; one two and one left; one three in three. One-half of three is one and a half. After a few weeks the signs +, —, and = are shown and the tables made on the slates as the work is performed with objects. After making the tables in this way, and copying from the teacher's work, children may be kept busy at the seats by filling blanks. The work is placed on the board in this form:

1+ =5.
2+ =5.
3+ =5.
4+ =5.

Each child has five objects which he divides in the manner indicated, and thus easily completes the table. Multiplication and division cannot be given for board work at this stage, for children do not comprehend their forms as readily as they do those of addition and subtraction, though they have no difficulty in the object work. Later, when these operations can be indicated by figures, the teacher may complete each table. Board work should not be confined entirely to one form, but the knowledge of the children should be tested in many ways, as, 5—2= ; 2+1+ =5; 2+1+1= ; 2+4—3+2= .

Take the number six to illustrate the method employed in teaching the numbers from one to ten. The teacher gives each child six cubic blocks. Children count and tell how many cubes they have. One child is sent to bring six balls, another six pencils, another to make six marks on the board, while others are called upon to hold up six fingers; thus all are employed, and the teacher assured that each child in the class understands what is meant by the number six. Teacher says, "we will play these are horses; how many horses have we?" "We have six horses." "Let us make two barns for our horses; the table may be the large barn, and your slate the little barn. Put one horse in the large barn; how many have you in the little one? "Children do as requested and say, "I have five horses in the little barn." "One horse and five horses are six horses." "Put another horse in the large barn." This is done, and one child says, "I have two horses in the large barn and four in the little one." Another tells that two horses and four horses are six horses.

This grouping is continued until the children have seen that three and three, four and two, five and one, are six. The six blocks are then called apples, and supposed to be arranged on two plates, one and five, two and four, three and three. Children count the sides of the cube and say, "A cube has six sides." The cube is laid on the table and the upper side covered by the hand. Children say, "I have covered two sides and can see four sides;" then, "I have covered three sides and can see three sides." Other objects are brought, and one child takes four squares, another five stones, then each takes as many

more as are necessary to make six. Children repeat, "Four squares and two squares are six squares; five stones and one stone are six stones."

After the objects have been handled for some time they may be laid aside and test questions given: "If you have three pennies and your mamma gives you enough to make six, how many does she give you?" "If I have three pennies my mamma gives me three more to make six." "You have six marbles, four in one pocket, how many in the other?" "There are two marbles in the other pocket, because four marbles and two marbles are six marbles." "You are making little pies; five are baked, how many are still in the oven?" "There is one pie in the oven, because you must put one with five to make six." It is best to repeat these combinations until the children become so familiar with them that four and two, five and one, three and three shall always suggest six.

For the work in subtraction children may have six sticks. The teacher says, "These are sticks of candy; put one away and play you have eaten it; how many have you left?" "I have five sticks left, because one stick from six sticks leaves five sticks." "Eat another; now how many are left?" "How many have you eaten?" This is continued until all are taken away. Teacher: "Let us make a pen and have some rabbits in it; what shall we feed them?" "Cabbage leaves." "How many leaves have you?" "I have six leaves." "Give the rabbits two leaves; how many have you left?" "I have four leaves left." "Give them one more; how many have you given them?" "I have given them three leaves." "How many have you left?" "I have three leaves left." Although it is not advisable to have children make long statements, it is well to require these answers in sentences, as the cultivation of language is an essential part of every lesson, no matter what the subject.

If so much repetition becomes monotonous it may be varied by calling for answers to be given quickly, and telling the children to say only the number. "Take away two, how many are left?" "Take away three," etc. There are many devices for interesting a large class, when it is impossible, owing to the number in class, lack of room or of objects, to have all handle the objects and perform the work. Six objects are placed where all can see them, and the teacher says, "We will play these are eggs and you may be rats that come and run away with them." "Shut your eyes while John is the rat." (John takes away any number he chooses, —two for instance.) "Open your eyes and tell me how many eggs the rat has taken." "He has taken two eggs." "How do you know?" "I know because there are four left, and two from six leaves four." Other children take different numbers and the class tell from those remaining how many have been taken.

Pictures always furnish subjects for interesting lessons. Take one showing six birds in a tree, some of which are supposed to fly away as they are covered by the teacher's or a child's hand. As each remainder is noticed children repeat, "Two birds from six birds leaves four birds;" "five birds from six birds," etc.

A chart for the number six may be made in this way: A picture of one girl on left side, five girls on right; two birds on left, four on right; three boys on left, three on right. Below, squares, oblongs, or any geometrical figures cut from colored paper and arranged in the same groups as the pictures, with the addition of others to show six ones, three twos, and two threes. The pictures and colors arranged in this way indicate addition, subtraction, multiplication, division, and fractional parts, and also serve as subjects for seat-work. The children may make on their slates the same forms, arranged in the same manner, or marks in the same groups. Sticks or other objects may be placed on the desk in the same manner. Made with bright colored pictures these charts are ornamental and brighten the walls of a bare school room.

To develop multiplication the teacher gives each child one stick and says, "How many sticks did I give you?" "You gave me one stick." Gives one again. "How many sticks did I give you this time?" "You gave me one stick." "How many ones have you?" "I have two ones." When six have been given the teacher says, "How many

sticks did I give you each time?" "You gave us one stick." "How many ones have you?" "I have six ones." "Count your sticks and tell me how many six ones are." "Six ones are six." Other objects are given in the same manner until the children understand that six ones of anything make six. Two objects are given at a time to show that three twos are six; then two threes; then one six. When multiplication is understood division is already developed, for after building six with six ones, and three twos, the children must know how to take it apart, and will immediately separate it into twos or threes as required. Their blocks may be called horses which are to be placed in stalls, one in each. They arrange them in ones, and say they must have six stalls, because there are six ones in six. Six apples are to be distributed among some children, two apples to each child; how many children will receive them? The blocks are arranged in three twos, and children say the apples are given to three children.

Division involving a remainder is shown by finding that six contains one four with two ones left; one five and one one left. Halves are developed by dividing six into two equal piles, beginning with one in each; thirds with three piles built up in the same way. To show two thirds two of these piles are placed together. There should be much drill to show the difference between two threes and three twos; six ones and one six. "How many two-cent stamps can you buy for six cents?" Children arrange their blocks in three twos and say, "I can buy three two-cent stamps for six cents because there are three twos in six." "Buy three-cent stamps; how many can you get?" The blocks are changed to two threes. "Give these six pennies to two children." The blocks are arranged in two threes, and children say, "Each child will receive three pennies, because one-half of six is three." Apples at one cent each are bought and the arrangement is six ones. Slates cost six cents each. The blocks are placed in one pile showing that one slate can be bought. Teacher places on the board 3×2, and children arrange the objects in three twos. 2×3 and the opposite arrangement is made.

The formula for the board is

$1+5=6$	$6-1=5$	$3\times2=6$	$\frac{1}{2}$ of $6=3$
$2+4=6$	$6-2=4$	$2\times3=6$	$\frac{1}{3}$ of $6=2$
$3+3=6$	$6-3=3$	$6\times1=6$	
$4+2=6$	$6-4=2$	$1\times6=6$	
$5+1=6$	$6-5=1$	$6\div2=3$	
	$6-6=0$	$6\div3=2$	
	$6\div1=6$		
	$6\div6=1$		

When the class can work readily with figures a number story is much enjoyed. Teacher writes $5+2+3-4-2$, and the children make the story in this way: Willie had five apples; his mother gave him two more, then he had seven. He bought three more which made ten. He gave four to Mary, and had six left; ate two and had four left. This not only affords present amusement, but teaches children to think and express their thoughts correctly. When the thoughts can be expressed by the pencil, a story of this kind may be written and given to the teacher for correction.

THE UNITED STATES PUBLIC SURVEYS.

BY FRANK M. ALEXANDER, RENO, NEV.

The admirable system of public surveys adopted in a large part of the Union, forms a very interesting and profitable subject for study. Commissioner N. C. McFarland, of the General Land Office, issued, in 1883, a large and excellent map, containing a great deal of useful information concerning the surveys, Indian reservations, etc.

It has been our custom for some years to present the important points of public surveys to our classes in arithmetic. The study that has been necessary in preparing this work has been so valuable and interesting that we feel justified in presenting some of the facts to the readers of THE JOURNAL.

It would hardly be wise for a teacher to go very far into details with an ordinary class in grammar or high school, but something may, and *ought* to, be done in this direction. This is especially true in the great agricultural states of the central section, which are becoming more thickly populated each year, and whose lands are, consequently, becoming more valuable.

If every youth who leaves the common schools had an intelligent knowledge of the

public survey as it affects his own State, and knew the significance of principal meridians, base lines, ranges, townships, and sections, and understood thoroughly the method of subdividing and describing land, how much trouble would be avoided touching defective titles and other instruments relating to real estate transactions. Yet there are not a few tax-payers who scarcely know the meaning of the descriptions on their tax-receipts, to say nothing of school boys, and, we fear, some teachers.

Nothing can surpass the facility and precision with which real estate can be located by the excellent system of surveys adopted by the government. All the States and Territories have this system, except the original thirteen, Tennessee, Kentucky, Texas, and certain sections of Ohio. Some of the country farther west is as yet not surveyed; but it is because the country is not yet settled, and there has been no demand for it. For example, there are large unsurveyed tracts in the mountainous and almost inaccessible parts of Colorado, and in the desert parts of Nevada, etc. But the surveys are extended as fast as it becomes necessary.

Most of the States have one or more "principal meridians," located at some convenient place, but seemingly without any reference to regularity. These are probably the first lines located, and, of course, extend north and south on the meridians of the earth. So far as we have examined, Illinois and California are the only States that have two principal meridians, and in each of these cases the shape of the State makes this arrangement much more convenient.

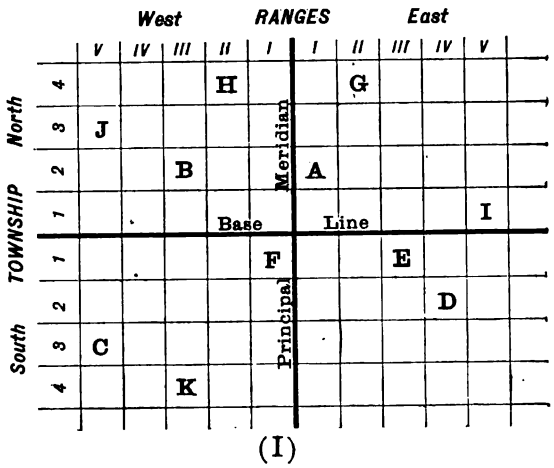
There are several States that have the government surveys that are without principal meridians, but they are compensated by subordinate lines called "guide meridians." Thus Minnesota, Dakota, Wyoming, Colorado, and Nevada, have only the latter. These, where fully established, are separated by seven ranges. The principal meridians are variously designated; some by numbers, some by names, and others have no special designation. The prime meridians, as we have said, are not located with any regularity. The "1st" is located between the States of Ohio and Indiana; the "2d" is in Indiana, extending northward from the mouth of Little Blue Creek; the "3d" and "4th" begin in Illinois, at the mouths of the Ohio and Illinois rivers respectively, the latter extending north through Wisconsin; the "5th" extends through Arkansas and Missouri, about 14° west from Washington; the "6th" extends through eastern Nebraska and Kansas, and is very nearly the longitude of Yankton, Dakota. This is the last one designated by number, and from it the ranges are numbered westward through Colorado and Wyoming, in the latter as high as CIX W. The meridian of Idaho is the "Boise," in the extreme west; in Utah, is the "Salt Lake" meridian, passing through the city of the same name; in Arizona, the "Gila and Salt river;" in Oregon and Washington Territory, the "Willamette," near the coast; in California, the "Mt. Diable m.," about twenty-five miles eastward from San Francisco, and in the south, the San Bernardino; Nevada refers her land to the "Mt. Diablo meridian," from which the ranges are numbered as far as LXX E; the meridians of Alabama and Mississippi are the "St. Stephens" and the "St. Helena" respectively, while those of New Mexico and Florida have no designation, so far as the map shows.

The location of the Base Lines seems to be also entirely irregular and determined by convenience. The land on each side of the meridians is divided into ranges by north and south lines, six miles apart, and these ranges are divided into townships by parallels to the base line, also six miles apart. The convergence of the north and south lines toward the north will show the necessity for "standard parallels," or "correction lines," at intervals from the base line, to correct the error that would otherwise soon become evident in the width of the ranges.

It may seem that we have been needlessly explicit in the treatment of this subject, but we have done so to indicate the method we would follow in presenting it to a class. It may be questioned whether it would be profitable for students to learn what has been stated about the different States. Possibly not. Let them master as much of it as relates to their own State. But if there be some of inquiring minds, they will probably wish to know farther than the limits of their own State, and

it would certainly be no disadvantage to the teacher to be able to gratify this desire.

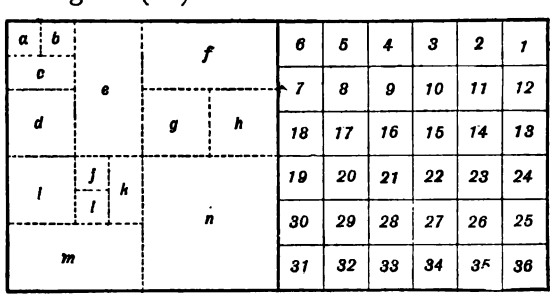
What has been said may be illustrated and supplemented by a diagram something as follows:



(I)

After such explanation of diagram (I) as is necessary, place letters in the various townships and require them to be properly located. Locate A. It should be township 2, north, range I, east. D. Township 2, south, range IV, east. J. township 3, north, range V, west, etc., until it is thoroughly understood and *readily done.*

Subdivide one of the townships into sections and show the method of numbering, as in diagram (II).



(III) (II)

A diagram of a section and its subdivisions (III) may now be drawn and explained, after which drill upon its parts. Let the pupils describe the subdivisions till this is also well understood: *e. g.*, "*a*," the nw quarter of the nw quarter; "*k*," e ½ of ne ¼ of sw ¼, etc. Describe "*e*," supposing it to be section 13 of "D"; "*c*," supposing it to be sec. 21 of "K," etc., etc.

This work will furnish an excellent class of examples for review and supplementary drill, such as every teacher needs. It is not often that text-books furnish just such examples as are best adapted to all subjects, and the teacher frequently finds it necessary to draw upon his own resources for original problems. The subject now under consideration will prove a fruitful one in this respect.

For example, how much would it cost to fence a section of land at $2.40 per rod? how much a township at $1.80 per rod? How many acres in a township? How many acres in "*a*," "*c*," "*e*," "*n*," etc. (in the above diagram of a section)? What are the linear dimensions of the above subdivisions? What would be the dimensions of "*m*" in the form of a square? How many bushels of wheat could be harvested from "*f*" and "*h*" together, at 30 bushels per acre, and what would it be worth at 95 cts.? What would be the length of a road passing diagonally across "*e*"? A man buys "*n*" at $40 per acre and afterwards sells ⅝ of it at $55; how many dollars did he gain, and what per cent. on the part sold? What would be the cost and the number of feet of lumber required to fence "*h*," the posts being six feet long, four by five inches, and placed ten feet apart, and carrying five planks, each six inches wide and one inch thick, all at $3.75 per C?

Problems of almost any degree of intricacy may be formed and made an excellent review, while they contribute to the understanding of a very important subject.

ENGLISH GRAMMAR IN THE COMMON SCHOOLS.

BY MRS. M. D. L. HAYNIE.

I have been thinking of late that it would be well to hold the meeting of the National Educational Association in a place where the centripetal force is much more powerful than the centrifugal.

Such was not the case, however, at Madison last summer, for, though the meetings were held in the magnificent State House, and in all the beautiful churches, there was something much more attractive outside. The air, the earth, and even the waters, seemed full of laughing sprites, whose only mission appeared to be to allure unwary teachers from the halls of learning, to take them captive, bind them

with invisible cords, and lead them away to some scene of enchantment.

Many of the faithful were, doubtless, always on duty, but, to confess the truth, I deserted more than once; and, strange as it may seem, always met a party of veterans, bound for the lakes, the Dalles, or some other charming place in Wisconsin.

But I shall not cease, very soon, to regret being *off duty* on a certain day.

I was out taking object lessons,—taking lessons from Nature, the great teacher from whom I have learned what I know about teaching. I was among the waterlilies, looking for some not quite half-blown. After a long search I succeeded in getting from a little flower girl, a dozen,—just such as I wanted, and was rewarded for my trouble, the following Sunday, by seeing two vases of full-blown waterlilies in our church at home.

Just about that time, Mr. Orville T. Bright, of Chicago, was reading a paper on English Instruction for Children.

It may seem out of place, in an article on English Grammar in the common schools, to refer to this paper, but I think it not only proper, but absolutely necessary, when urging the people not to take from the children of the common schools the only means that many of them have for acquiring a correct use of English—I repeat,—it is not only proper, but absolutely necessary, to present in a true light, the kind of opposition which comes from the apostles of the New Education.

Their weapons of warfare are, almost invariably, sarcasm and ridicule. They do not seem to realize the fact that it does not take a mighty intellect to "*make fun*," or that an individual with very ordinary mental capacity may make a travesty of even sacred things.

It would be well for the rising generation if there were more reason and argument and less of witless wit.

I was not aware that there was any reason why I should be particularly interested in hearing the reading of the paper referred to above, until the next day, when I saw a meager report of it in the Chicago *Times*; but, meager as it was, I learned from it that Mr. Bright had ridiculed English Analysis, and had brought forward some of my own work for illustration.

I made several vain efforts to ascertain what more he had said; even wrote to the gentleman himself for information, but he did not choose to give it.

Very recently, however, I was fortunate enough to find the article in the Proceedings of the Educational Association, of 1884.

The first special attack is made upon parsing. He says: "After the definitions in Orthography and Etymology, comes parsing, with all our senseless distinctions of mode, tense, gender, person, and case."

It is a little surprising that one in these enlightened days should venture to make such a remark.

The stubborn fact will not yield,—there are different way of telling a thing. Senseless as are the distinctions of mode, our statements will still be characterized by actuality, power, and conditionality; and we shall continue to command, entreat, request, and petition, so long as we may live. Shall our language be impoverished by throwing out all these distinctions?

Are we to deteriorate and descend into barbarism? Are we finally to be classed with races that have no written language?

He says also: "Our rule, so often required, that a verb must agree with its subject in person and number, does no harm, and does little good, etc."

He is consistent; he shows his faith by his works, as the following, the first sentence in his paper, will prove: "Probably, at no time since the days of Horace Mann, *has* educational dry *bones* been so shaken up, etc."

No explanation is needed.

Conjugation is held up to ridicule. The gentleman states that, although the teacher kept him night after night, when the other pupils had gone, tugging at the senseless conjugation, he never learned it.

No one who reads his paper will doubt his statement.

It is a well-known fact that the great difficulty in the way of the acquisition of knowledge, is the inability to concentrate the mind on the subject under consideration, whether it be a lesson in the First Reader or in the solid Geometry.

Many a faithful student has failed utterly when attempting to recite, though he may

have spent hours with his eyes upon the page, because his mind, being undisciplined, had not the power of concentration. When the ability to control is lacking, the mind wanders in devious paths, and will generally find itself in a wilderness.

This condition of the mental powers shows itself in every kind of composition,—narrative, descriptive, argumentative or didactic.

There are many ways to discipline the mind, and among them nothing is more effective than routine parsing and conjugation, for both require fixed attention and coolness, which means self-control, in recitation. The great gain, however, is the learning to methodize,—to have fact follow fact in proper order.

If Mr. Bright's teacher had required him to conjugate verbs downwards and upwards, and to devote some of his time to routine parsing, he never would have presented the paper under consideration, to the public, for it is seriously lacking in systematic arrangement.

The verb *be*, proposition, etc., are among the things ridiculed. Has he ever read Jevons, Mill, Sir William Hamilton, or any of the great logicians?

His attack upon Analysis is amusing to those who understand it. He says: "The study called analysis and diagraming, however, is apt to fall into or never rise above mere platitudes or senseless minutiae. There is a set classification for each kind of sentence, a set phraseology to be gone through with, a set label for each element."

It is hardly fair to call analysis and diagraming one and the same thing. Many teachers of analysis know nothing about diagraming. I have made a careful study of the system, but never in my life attempted to analyze a sentence in that way.

When it can be proven that all sentences are alike, and all elements are alike, then classification may be done away with; but sentences and elements will differ so long as objects, people, and occurrences differ, and so long as the emotions of the heart differ.

He is sometimes inconsistent, for just above his remarks about analysis the following is found: "In the study of Syntax, taken at the proper time and in the proper manner, there is material for the most delightful and profitable work."

Does he not know that Syntax and Analysis are inseparable,—that one cannot exist without the other?

And just here, another inconsistency is noticed. If there are no distinctions of mode, tense, gender, or person, and if there are no elements, where is material for syntax?

The great objections brought against parsing and analysis are the necessary routine and repetition.

From Nature, my Great Teacher, I learned the necessity for routine. The spring, the summer, the autumn, and the winter follow the same routine of coming and going, the one after the other, throughout the ages. The sun rises every morning and goes on his course, the same routine day after day. In fact, all the heavenly bodies, except the comet and the meteor, follow the same track that was laid out for them "when the morning stars sang together."

Are there no results from all this?

Ask the husbandman, *or anybody else.*

Repetition is the other thing that tires the nerves of the gentleman. Did he ever study music? Does he suppose that the great vocalists, pianists, and violinists are what they are from inspiration? It matters not how much music may be in the soul, there will be no great success without the everlasting repetition,—repetition of the notes.

Mr. Bright quotes largely from my writings in order to present to the public the ridiculous in Analysis.

It matters little to me what he may say about my writings, therefore I shall notice only one thing. He says he copied the analysis of the sentence, "*They waited two days*," verbatim, and that it covered more than half a page of foolscap. He is mistaken. I have the original manuscript on my table. It does not cover one third of a page. But what if it did cover so much paper? The time was mine and the paper was mine. The sentence was analyzed in full to aid those who do not understand the construction of nouns denoting time. I cannot conceive what object he had, either in copying it, or telling of it;—he makes no point.

One thing must be noted particularly:

Mr. Bright went out on a tour of inspection. He visited two schools, one a "great

normal school." There he heard a recitation in Analysis. Words are powerless to express the disagreeable impression made upon him. His remarks are too lengthy to be given entire.

He says: "Without a word of variation this rigmarole was gone through with, just as many times as there were sentences;"—and further on: "There was no interchange of opinion."

He closes with the following statement: "No more than one-half of these same young men and women could write a respectable English composition."

The "great normal school" referred to is the Illinois State Normal University; the class referred to was one of mine.

I must say, just here, that while the Normal University is not only willing to be criticised, but invites criticism, even urges it, it is always anxious to be fairly dealt with.

Mr. Bright does not make a fair statement of facts. The description or narrative (whichever it is) is full of ornamentation. The class had just began the work of Analysis, and, according to his own statement, were analyzing simple sentences.

He gives the following sentence as a specimen of their work: "A small boy saw a large dog," and remarks that there was no interchange of opinion.

I did not know, until I saw Mr. Bright's paper, that there could be two sides to that question; but I see now that there might have been the following discussion:

"A small boy saw a large dog."
It was not a small boy.
The dog was not large.
It was a large boy, etc.

The sentence given is not in the text-book; it is one of Mr. Bright's, as any one might know.

That class was not full-grown. Had the gentleman visited us two months later, he would have been surprised to find with what ease that same class could handle the poets, and with what energy and independence they could express an opinion, for one of the great results of a thorough drill in Analysis is systematic thinking and fearlessness in expression.

Mr. Bright looks for results too early. Jonah's gourd got its growth in a night, and everybody knows the result; but what of the cedars of Lebanon?

He must learn to wait. Dr. Hewett's remark in his excellent work on Pedagogy, is to the point: "If one wishes his lot enclosed by a fence, he can have it done in a few *hours* by employing workmen enough; but if he chooses to have a living hedge around it, *he must wait.*"

Again,—Mr. Bright is careful not to state all the facts. He does not tell of his visit to the Primary, where he learned that the children neither parsed nor analyzed.

Is there any fairness in the omission?

One great benefit to be derived from knowing how to analyze, is the ability to detect errors in one's own composition. If Mr. Bright had been skilled in the analysis of language, he would not have begun the sad narration of his visit to the "great normal school" with such a sentence as this:

"I wish I could convey to your mind as *clearly as they are in my own*, two pictures of two grammar lessons."

The last clause, taken in connection with the principal proposition, cannot be labeled. When used with an element to which it naturally belongs it has a name,—there, it has none.

Mr. Bright's evidence with regard to the pupils', in that class, not being able to write a respectable English composition, would not be taken in court, for he has had no possible opportunity of knowing. They are righteously indignant.

The agitators of the New Education, if they wish to succeed, would do well to put men into the field who can speak and write good English, and who do not indulge in the use of such expressions as pervade Mr. Bright's paper. If they do not, it is more than likely that the people will cling, more tenaciously than ever, to the "Old Reliable."

(*To be continued.*)

Growing skill in any labor brings pleasure. What work can compare with that of influencing young minds and hearts? And what satisfaction equals that of knowing that one is steadily growing in this power of leading others?—*S. S. Times.*

ILLINOIS SCHOOL JOURNAL

A MONTHLY EDUCATIONAL MAGAZINE.

PRICE, IN ADVANCE,.....$1.50 *A YEAR.*
IN CLUBS OF FIVE,.....$1.25 "

JOHN W. COOK AND R. R. REEDER,
EDITORS and PROPRIETORS.

NORMAL, ILL., JUNE, 1885.

Entered as second-class matter in the postoffice in Normal, Ill., for transmission through the mails.

Our readers will do us a favor if they will mention THE JOURNAL when ordering goods noticed in our advertising pages.

In our "State News" will be found an announcement of the annual conventions of institute workers. The value of these meetings was clearly shown last year. All who can find it possible should be on hand.

All the indications point to another great meeting of the National Association, at Saratogo, July 14–18. Secure your rooms in advance by addressing Mr. Geo. Church, Supt. of Schools, Saratoga. All railroads will make reduced rates.

The Supreme Court of Missouri evidently hasn't the fear of some people before its eyes, for it recently rendered the following decision in Derkins *v.* Goss:

1. A teacher employed to conduct a school, from the very nature of his employment, has a right to adopt reasonable rules to promote good order and discipline.

2. A rule prohibiting profane language, quarreling and fighting among the pupils, but on their way home and before parental care is resumed, is a reasonable rule.

3. A teacher having such a rule, and punishing an infraction of it by switching the guilty pupil, is not liable for an assult.

Denver invites the National Association to come west in 1886, as the following indicates:

At the meeting of the National Educational Association at Saratoga, in July, an invitation will be extended to that body to meet in Denver, in 1886. Accompanying this invitation will be no attempt towards scheming, and no large delegation with streaming banners and emblazoned mottoes will appear from Colorado, to press an acceptance of the invitation. The state of Colorado, city of Denver, Chamber of Commerce, and Boards of Education will politely extend their invitations; there the matter will rest. It will be for the guests to accept or decline. The great railroad lines centering in Denver, will tell what they will do both in rates and mountain rides. It is understood that our association is made up of intelligent men and women who are quite able to decide upon a place for holding our annual session, after definite proposals are made them. The climate of Denver, the ample provision for accommodation of strangers both at hotels and private houses, the ease of mountain climbing, 14,500 feet being reached in eight hours from Denver, the gold and silver mines, in short, all the attractions and rarities of the Alpine country of America, will be tendered to the members of the association and their friends. The ride over the plains of Kansas and Nebraska, will afford an opportunity of fully inspecting the great agricultural resources of those states. Leaving the great corn fields at sunset, one finds himself at the Rocky Mountains the next day.—*Colorado School Journal for June.*

House Bill No. 589 ought to have the cordial support of every school man in the State. It provides for the establishment of the Northern Illinois Training School for teachers. The one thing above all others which our schools need is trained teachers. The extract from Mr. Pillsbury's article on that subject, printed in the May number of THE JOURNAL, sets forth our woful lack in this particular. The truest economy requires that we shall have a larger return for the enormous sums annually expended for popular education. There is but one way to secure that added return and that is by getting better teachers into the schools.

The bill under consideration has been materially changed since its introduction, and has, at present, the following features:

The Board is to consist of five members, one of whom shall be the State Superintendent, to serve for four years.

This Board shall meet and organize within one month after the passage of this act, and shall locate the institution in close proximity to a system of schools of not less than 300 pupils, and north of a line extending east and west across the State, coinciding with the south line of Henry county.

The building shall not be more than two stories in height, and shall have a capacity of three hundred students. The bill provides for an appropriation of $75,000 for building purposes, and further provides that if the building shall be ready for occupancy before the next meeting of the legislature, a sum not exceeding $15,000 a year shall be devoted to its current expenses.

The County Superintendency bill came up in the house on second reading when a part of the members were gone to New Orleans, but there was a good working quorum present, and its friends thought it had better be taken up then than run any risk from delay. After the committee amendments had been disposed of, came the expected motion from the enemies of the bill "to strike out the enacting words." The motion was supported by two vigorous speeches from influential members, which received some applause. Had the gentlemen had a better acquaintance with the bill, so that they would not have laid themselves so open to a telling reply, these speeches would have been more formidable, and, as it was, the friends of the bill grew nervous. But a fifteen minutes' speech by Mr. Graham, of Macon, settled the fate of the motion. Mr. Graham is a young lawyer who has served some six or eight years as a teacher in the public schools, winning a reputation there which makes all who know him regret that he left the school room for what will, doubtless, prove to him a more remunerative profession. He has evidently studied educational questions with thoughtful care, and his logical and forcible presentation of the advantages of good supervision of the schools, as well as of the necessity for it, his apt illustrations, and his clear statement of the value of the county superintendent as a part of our school system, not only held the friends of the bill together but drew to it many votes. In the course of his speech he said they had in Macon county a superintendent of whose work they were proud, and whom they paid fifteen hundred dollars a year. A member interrupted with, "And I'll bet you he don't spend half his time attending to his office." That was too good a chance. Mr. Graham knew he was safe with John Trainer behind him, and the retort came quick as a flash: "Mr. Speaker, I am not a betting man; that is to say, I never bet unless upon a sure thing. If the gentleman wants to risk a thousand dollars on that proposition, I am ready to put up the money."

Perhaps it was not much of an argument, but it told, and there were no more interruptions. The motion to strike out the enacting words was beaten two to one, and the bill was ordered engrossed for a third reading.

The teachers must not forget their former comrade, Mr. Graham. It seems now that the bill will pass if *all* its friends will continue vigilant.

THE JOURNAL'S Directory of Superintendents and Principals is in demand just now. The teachers' employment agency is again bustling with activity. The migratory period is at hand for the poor pedagogue, whose unsettled mind is here awhile, there awhile, like chaff in the wind. Surely the teacher above all others must learn to walk by faith and not by sight.

Some have already celebrated the last day, bid adieu to patrons and pupils, folded their tents, and sought employment or rest for the long vacation. Others are yet in dread suspense as to the deliberations of that august body called the board of directors, whose administration is usually remarkable for the good it doesn't do.

The conscientious teacher,—the teacher who has a "sentiment for his business and knows how to refine upon it,"—will ask himself many questions about his year's work just ended. He will take many measurements of himself and his apparent success or failure, somewhat as follows:

"What has been the length and breadth of my work in arithmetic?"

"I have endeavored to give my pupils correct ideas of *number*, what it is, and what can be done with it. I have attempted to develop logical thinking, and thus to make the work valuable for mental discipline as well as for practical use. To this end I have insisted upon and obtained full analyses of several hundred problems. I have had the pupils make many of the problems, solved in the class, from objects and circumstances familiar to them; have required short cuts in the presentation and solution of all problems; have done much to quicken and strengthen the mental calculations of each pupil by means of rapid drill work. I have also had my pupils buy, sell, make change, make profits, sustain losses, take insurances, levy taxes, measure surfaces, solids, liquids, grains, etc., in the class."

"I am satisfied with my year's work in arithmetic."

"What have I done in grammar?"

"My purpose has been to have every rule in etymology thoroughly committed; every list of exceptions put into the memory; the parsing of every part of speech oft repeated and completely mastered; all the uses of *it*, *what*, *that*, *like*, *as*, *save*, *there*, and the verb *to be*. I have dwelt at length on conjugation, principal parts of verbs, classifications of conjunctions, and the different uses of infinitives and participles." "Have you tried to teach your pupils to think?" "O yes, I did that in arithmetic." "Have you had them write any papers such as descriptions, narrations, or stories?" "I have had them write compositions once every two weeks." "Did you criticise these?" "No; they were read before the school on Friday afternoon." "Upon what subjects were some of these written?" "On school, home, farming, spring, autumn, winter, summer, railroads, houses, horses, etc." "Are you well pleased with your year's work in grammar?" "My perusal of some educational journals has caused me to have some misgivings about my work in grammar. I think I shall attend a good institute during vacation and consult the authorities on this subject."

Let each teacher hold solemn communion with himself and continue these self-inquiries with respect to each branch taught. But still the question, What have I done that's worth doing? is not answered. The facts in geography, the dates in history, the rules in grammar, the definitions in arithmetic and the word forms in spelling, are but the dry bones of real culture. They can make no "heart throb higher at their sway." "Let me make the songs for a nation I care not who makes her laws." Have I looked beyond and beneath these marks of clay? Have I given shape and direction to any indifferent character? Have I sought the "gems of purest ray serene" or nourished the flowers that, but for me, "would blush unseen?" Have I planted a noble purpose in any trembling soul, or inspired a love for the pure, the beautiful, and the useful? Some of my pupils will never sit under another's teaching; they will enter the field of labor or the giddy whirl of business. Will they take with them from me the means of *self-education?* Statistics prove that to a large per cent. of our youth, school is only a starting place,—it is not a preparation for life. Have I impressed the value and importance of good reading in such a way as to promote original investigation in the great libraries of knowledge and research? The influence of one teacher may give purpose, direction, and high aims to many of his pupils. Have I reached this estimate of my own personality? If not, then I have failed to appreciate the sacred trust I hold. Questions like these are of vastly more importance than talks on methods. The teacher who creates an ounce of heavenly energy in the soul of a child has kindled a holy fire with a live coal from God's altar.

BOOK TABLE.

SCHOOL KEEPING—HOW TO DO IT. By Hiram Orcutt, LL. D. N. E. Publishing Co., Boston.

It should be remembered that the work of American educators will not be accomplished, until a nation of thinkers has been produced by the public schools established on every hilltop and in every valley, north and south, over our broad land.—*Orcutt.*

The above is a neatly bound, modest little volume of condensed wisdom. The writer is ripe in experience, rich in illustrations, and sound and practical in his theories. A valuable feature of the work is found in the many well chosen quotations from the highest and most recent authorities, while there is enough of the writer in it to give it a vigorous originality. How to Begin, How to Govern, How to Teach, Physical and Moral Culture, are skillfully treated. The language is simple, style direct, and the discussions are to the point. Principles and exercises on free gymnastics are given. The book is closed with a chapter on Temperance in the Schools, which has the right ring to it. Teachers selecting a library can not well afford to leave this book out.

THE PROCEEDINGS AND ADDRESSES OF THE NATIONAL EDUCATIONAL ASSOCIATION, held at Madison, Wis., last year, has been received from the New England Publishing Co., Boston, Mass. The price is $1.50. It is a volume of nearly 400 pp., and is full of the breezy spirit of that wonderful meeting—a meeting unparalled in the educational history of the country.

CITY SCHOOL SYSTEMS IN THE UNITED STATES. By John D. Philbrick, LL. D. Circular of Information, No. 1, 1885. Bureau of Education.

The National Bureau of Education, under General Eaton's admirable management, is putting into permanent form a vast amount of extremely valuable information. The employment of specialists of national reputation, like Dr. Philbrick, is a guaranty that the work will be well done, and that the "information" will be reliable.

No. 1, 1885, is a volume of over 200 pp. If we were to express our full estimation of this publication we suspect that our readers would accuse us of exaggeration. We shall be in no danger of such a charge from the readers of the volume. The Bureau, as well as Dr. Philbrick, deserves the hearty thanks of the teachers of the country. Our limited space forbids anything like an adequate outline of its contents. We can only say, get it and you will have by far the best presentation of the subject ever put between covers.

We have just received from the enterprising publishers, A. H. Andrews & Co., a most useful little volume, suggestively called "Look Within for Five Thousand Facts that Everybody Wants to Know." It contains 75 pages of condensed information on Mechanics, Statistics, History, Medicine, Astronomy, Finance, Mythology, Education, Mathematics, The Bible, Politics, Agriculture, Religion, Science, Temperance, Trade, etc., etc.; in fact there seems to be something for everybody, and nothing that some one will not be glad to know. It is embellished with a number of colored diagrams, and is by far the most valuable and complete Pocket Cyclopædia we have yet seen. It is offered for sale at the exceedingly low price of 15 cents, for which sum in stamps it will be sent postpaid by the publishers, A. H. Andrews & Co., Chicago.

THE THREE PRONUNCIATIONS OF LATIN. By M. M. Fisher, D. D., LL. D., Prof. of Latin in Missouri State University. New York: D. Appleton & Co.

This is the third edition of Dr. Fisher's excellent work, and as it comes to us revised and enlarged, it is worthy of more notice than our space will permit. The book is quite an elaborate defence of the English method of pronunciation, yet, withall, the discussion is conducted in great courtesy; and while it bears the impress of thorough scholarship, has, it seems to us, escaped all just charge of pedantry. Dr. Fisher's first effort is to show that there is no continental method in any just use of the term. What does exist on the continent is what exists with us—each nation pronounces the Latin as they do their own tongue. For instance, Cicero by French pronunciation is "Seesayro;" in German, "Tseetsayro;" in Spanish, "Theethayro;" in Italian, "Cheechayro." We quote: "Of the *six* different systems of Latin pronunciation prevailing in Western Europe, *five* are strictly national. Their differences find at once an origin and an explanation in the fact that the scholars of each nation have followed, in their pronunciations of Latin, the analogies of their own vernacular." The author next pays his attention to the Roman or phonetic method, and it is against this that most of his efforts are directed.

After endeavoring to show that there is no possible means of reproducing the ancient pronunciation, he asks: "If the new method rested on an universally acknowledged foundation of certainty, should it be adopted by English-speaking people?" and his answer is "most unhesitatingly and unequivocally, no." This gives a fair idea of the intensity of his convictions.

Endeavoring to show that the advocates of the phonetic method are not in harmony, he quotes Coelum as pronounced "kuyloom" by Blair, "kayloom" by Gildersleeve, "koiloom" by Tafel, and "kowyloom" by Haldeman. To show that we can not learn Latin pronunciation from Latin literature, and thus that the ancient sounds are beyond our reach, he quotes a Frenchman's pronunciation of English as he acquired it from *reading* English. We give only one stanza. The first half is the English the Frenchman read; the second, his way of speaking it.

"At eve the beetle boometh
Athwart the thicket lone."

"*At ev ze bittle bommess*
Azvart ze zeeket lon."

Mentioning the fact that nearly five-sevenths of the words in our most complete dictionaries are of classical origin, he asks: "What pronunciation leads most directly to a vigorous and thorough use of our mother tongue?" "The English." That is, it is not at all evident what circumjacent means when we pronounce the word from which it is derived, ker-koom-yah-kay-o, but it is very simple if we say sir-kum-ja-sio. He also makes strong points in his argument from proper names, but, to our mind, does not sufficiently emphasize the time spent in acquiring the new pronunciation. No rules are needed for the pronunciation of Latin by the English method. Go ahead, and pronounce; that is all. But there is a great waste of time connected with the Phonetic. Mr. J. H. Allin, as quoted by Dr. Fisher, says: "Mere orthographical niceties in the school room are foreign to the true end and aim of education." Are we not coming to know that the literature and life of a people are vastly more important than the sound of their language, even if they can be reproduced?

In addition to the argumentative portion of the book, a large number of interesting letters are given on the pronunciation as it now exists in the leading English schools.

THE MAGAZINES.

THE CENTURY magazine now issues on the first of each month. In consequence the June number has not yet reached us. The May was unusually large, having 176 pp. The N. O. Exposition, Whittier, An Artist Among the Indians, Immortality and Modern Thought, Greely at Cape Sabine, the charming serials, and the war articles, make a wonderfully full and interesting number.

The ST. NICHOLAS for June is on hand and is always greeted with joyful shouts by the children. In addition to the pleasing stories, there is a number of articles that are scarcely less interesting to the adult than the child. Among these are From Bach to Wagner; The Royal Game of Tennis; Among the Law Makers; The Children of the Cold, etc.

The ATLANTIC for June puts the New Portfolio in the place of honor. The serials maintain their interest. Dime Museums, Modern Vandalism, Six Months at Astrakhan, Our Political Delusions, The Religious Aspect of Philosophy, and the reviews, fill up an admirable number.

The POPULAR SCIENCE MONTHLY for June: 1. Are We to Become Africanized? 2, A Criticism of Spencer, by de Laveleye, and 3, A Rejoinder to the same, by

Herbert Spencer; 4, Whales, Past and Present; 5, The Fuel of the Future. The above are five of thirteen articles.

EDUCATION—May-June.—Dr. Harris contributes an article on "The Educational Needs of Urban Civilization," and Col. Wm. Preston Johnston discusses "The Relation of the University to the Common School." Among the remaining articles are the following: "The Philosophy of Elocution," by Edward Brooks, Ph. D.; General Outlines of Education in Japan," by S. Tegima; "Occupations and Professions for College-Bred Women," by Jane M. Bancroft, Ph. D.; "The Order and Method of Scientific Study in the High School," by Lillian J. Martin.

THE READING CIRCLE.

The Board of Directors of the Illinois Teachers' Reading Circle are anxious to push the work of organization as vigorously as possible, in the summer institutes. For that purpose they have directed Manager Gastman to visit as many institutes as may be willing to pay his *traveling* expenses. He will be engaged in institutes July 27 to August 7, and August 17–28. At any other time he will be ready to present the work of the Circle, to talk to teachers and parents, and to make himself "generally useful" in the institutes. County Superintendents who may desire his services are respectfully asked to make application as early as possible, so that routes may be arranged.

The third meeting of the Directors of the Reading Circle was held at Bloomington, May 8, 1885, Mrs. Emery and Mr. Shawhan absent. The Manager reported receipts to the amount of $105, and payments to the amount of $88.90, showing a balance of $16.10. It was ordered that ten cents of the present annual fee of twenty-five cents may be retained by the county managers for necessary expenses. It was further ordered that if the membership shall not exceed four thousand by October 1, the annual fee shall be forty cents, fifteen cents of which may be retained in the counties for the necessary expenses of the managers.

ELEMENTARY COURSE OF TWO YEARS.

First Year.

REQUIRED.	TEXT-BOOKS.
1. Pedagogy.	Hewett's Pedagogy.
2. School Law.	Illinois School Law.
3. Physiology.	Any standard text-book.
4. History.	Barnes' General History to page 313.

RECOMMENDED READING.

Nordhoff's Politics for Young Americans.
Gow's Morals and Manners.

Second Year.

REQUIRED.	TEXT-BOOKS.
1. Pedagogy.	Fitch's or Payne's Lectures on Teaching (which one, to depend on price).
2. History.	Barnes' General History from page 313.
3. Literature.	Julius Cæsar, Lady of the Lake, and Evangeline.

RECOMMENDED READING.

Parker's Talks on Teaching.
Swett's Methods of Teaching.

ADVANCED COURSE OF THREE YEARS.

First Year.

REQUIRED.	TEXT-BOOKS.
1. Pedagogy.	Browning's Ed. Theories.
2. Mental Science.	Seelye's Hickock's.
3. General History.	Barnes' Complete.

RECOMMENDED READING.

Rosseau's Emile and Laurie's Comenius.

Second Year.

REQUIRED.	TEXT-BOOKS.
1. Pedagogy.	Tate's Philosophy of Education.
2. Moral Science.	Seelye's Hickok's.
3. Literature.	Snow Bound, or The Rime of the Ancient Mariner, Prisoner of Chillon, Elegy in a Country Church Yard, Cotter's Saturday Night, Deserted Village, Old Oaken Bucket.

RECOMMENDED READING.

Some work on a period of United States History, to be selected after a correspondence to be carried on by Miss Raymond and Mr. Cook.

Third Year.

The Directors have not yet decided on a course for this year, but think Landon's School Management, Quick's Educational Reformers, Sully's Psychology, and Clarke's Self-Culture excellent books for reading. They ask for suggestions concerning the work to be assigned for this year.

The Manager suggested that he would visit institutes this summer and talk to the teachers concerning the work of the Circle if the counties would pay his traveling expenses. The suggestion seemed to be favorably received.

It was also suggested that it might be well to issue certificates to teachers whenever a year's work is completed, *without examination*, and then to issue a diploma at the end of a course *by examination*. This was favorably received, but no action taken.

NOTES FROM OUR SPECIAL CORRESPONDENT.

Dear Journal:

While in Rock Island, recently, I called on our friend, Mr. S. S. Kemble, City Superintendent of schools, at the rooms of the Board of Education. These rooms, by the way, are located in the postoffice building, and the superintendent does his office work here, at a comfortable distance from the distractions of a school room. I found the aforesaid superintendent firm in the faith that public schools are the hope of the nation, and contributing to the realization of that hope in the preparation of some fresh examination topics. Mr. Kemble is unfortunate in having, as a rule, poor school buildings to work in. The heating is effected wholly by stoves and heaters, and it was impossible to keep the rooms properly warmed during the severe weather of the past winter. But these things are not a true index of the system of schools, as a few rambling notes will indicate.

The pupils in the primary grades are required to read three and often four first readers through before beginning on the second. The extra copies are bought by the school board for this purpose. The Grube method is fol-

lowed in the first year's number work, and through the first two or three months of the second year. This carries the pupils to the number 18, or perhaps 20. At this point there arises the difficulty of breaking the habit of "counting up," instead of giving combinations from memory. Has any teacher a patent, infallible method whereby the steady drill necessary to this end can be shortened?

Music and drawing have a place on the programme from the primary rooms up. Good writing is insisted on and is secured from the start. The drawing is found to be a valuable ally of the writing exercise. I missed language exercises from the primary programmes. The omission appears to me a serious one, unless some compensating provision is made.

In the Rock Island high school course three consecutive terms in bookkeeping are provided for. Principal Hatch has the pupils of his class carry on the business operations which they record. He uses for that purpose a series of neatly lithographed bills, representing the denominations of greenbacks, and the blanks actually employed in the banks of the city. While doing especially careful work in this branch, Mr. Hatch does not make it an exclusive hobby. He is an earnest student of the natural sciences, and seems to possess the faculty of imparting his own interest to his pupils. The neighborhood of Rock Island is said to be very favorable to the study of geology. Reasonably enough that study is assigned a place in the high school course; but it seems a pity that chemistry must therefore be crowded out. The old question comes up again: How much work in the natural sciences should be done in a high school, and how should it be distributed? Mr. Hatch believes in an elective course in this department. Certain it is that many of our high schools—I think by far the most—try to cover so many branches that they give only a very unsatisfactory smattering of each. There are some things relating to each of the six or seven natural sciences commonly taught, which every high school graduate ought to know. True, the formation of scientific habits in this part of school work is more important than the acquirement of information; but each in its proper sphere is essential. Can't we so arrange as to introduce the pupil to some great fundamental truths in several branches, and at the same time leave him free to study one or two with a good degree of thoroughness? The question is important and demands an answer.

I think it was Mr. Boltwood who first suggested to me the advantage of using that vague science which we call physical geography, an introduction to the whole group of natural sciences. In the Rock Island high school, physical geography is studied near the end of the course. Mr. Hatch's idea is to make this study turn chiefly on the influence excited by natural phenomena upon man and history. Which plan is the wiser?

A teacher can find many objects of interest in an office of the Signal Service. My visit was to that at Davenport, Iowa. The contrivance for determining the direction of the wind is very simple. A large wind-vane, raised high above the eddies of the street, is connected by a rod with a similar vane playing over a graduated circle on the ceiling of the observer's office. The instrument for determining the velocity of the wind consists of four cups, placed at the extremities of two rods which cross each other at right angles. When the concave side of one of the cups is turned toward the wind, the cup at the other end of the same rod presents its convex side. Thus arranged, the little wind-mill whirls more or less rapidly, according to the force of the breeze; and its rotations are reported to the office by an electrical appliance. There are three thermometers, one for recording the maximum temperature, one for the minimum, and one for determining the dew-point. Add to these a barometer with nicely adjusted attachments for reading the height of the mercury, and you have, I believe, a complete inventory of the apparatus employed.

How many of your readers, Messrs. Editors, are in the habit of visiting machine shops and the like? It is to be hoped that none of them attempt to teach the principles of mechanics without first putting themselves under the instruction of machines. The study of an interesting invention may well fill one with enthusiasm for the teaching of natural philosophy.

I have found some primary teachers who had selected very neat designs for the walls of their rooms, from the picture cards used by advertisers. Many of these sketches are easily copied even by one who has had no instruction in drawing.

The literary societies of the Freeport high school recently gave a "Dickens' Entertainment," which was very unique. Three or four familiar scenes from the novelist's writings were acted; some pleasing tableaux were presented, and a long procession of well-known characters marched in costume about the platforms, to be introduced by Sam Weller.

The Peoria teachers are planning to pursue together the course of reading proposed by the committee of the State Association.

Superintendent Southwell, of Rock Island county, has arranged for lectures upon educational topics, at a number of the smaller towns in his province. These lectures are given by several leading school men of the county, who agree to go for this purpose when called upon by the Superintendent.

The botany class of the Rock Island high school does as much as possible of its work in the field. Each member of the class is required to analyze over fifty plants. The pupils are graded on the analysis of specimens not previously studied, such an examination being given about once a week.

I was pleased, in one primary school I visited, to hear each child say, "Thank you, Mary," to the little girl who collected the sponges.

I think the best thing I have got from my recent school visits has been a new appreciation of the advantages to be secured by carrying on very different lines of study at the same time. Different branches should be employed for the development of different faculties. The hearty exercise of one power is in some degree a rest to others. If various branches are not taught in such a manner as to keep the memory always painfully grinding while the other faculties rest and wither, a pupil turns with delight from the observation and comparison of the botany class, to the reasoning processes of geometry, and then with like pleasure, to the exercise of the practical sense in arithmetic and book-keeping. And this has a bearing upon school discipline as well as on the formation of symmetrical character.

OBSERVER.

ILLINOIS NORMAL.

Section "A" are happy; themes are in.

Miss Sue and Joice Adams, both members of Section "A," entertained the class at their home, Saturday, May 23.

The zoölogy class is cutting and writing, dissecting and drawing. O! those horrid, slimy, green-eyed frogs and snakes.

Messrs. Will and Gray, of the class of '85, are attending the National Y. M. C. A. Convention at Atlanta, Ga. They will return via. New Orleans.

Through the efforts of Prof. Barton, the high school pupils are becoming acquainted with some half dozen communistic societies now existing, in the United States.

The Athletic Association will hold its semi-annual contest on the campus, June 6. Among other interesting features will be the game of base ball between the Wrightonians and Philadelphians.

Friday evening, May 22, Section "A" met to elect speakers for commencement. Eight informal ballots were taken, resulting in the choice of Maggie Grant, M. Joice Adams, and Alex. Cation. The faculty chose Messrs. Trowbridge, Loehr, and Yoder, and Miss Elliott.

The mutual relations of Sections "A" and "C" are unusually happy. Section "C" initiated the social events of the season by inviting Section "A" to a soap bubble contest, given in the large hall at the close of school, Friday, May 8. Four wash tubs, half full of sparkling soap suds, sat on four center tables. New, clean, clay pipes were furnished to all, and an informal test of pipes, suds, lungs, and bubbles was made. After this bubble of merriment subsided, two from each section, who rose above their fellows in bubbling, were chosen for the inter-class contest. Mr. Watt, of Section "C," bubbled a bubble of such magnitude that all of Section "A" could see themselves and their themes in it, and was awarded the prize—a dumb watch and chain, presented by Prof. Stetson. After this exercise was over, refreshments, in the form of toothpicks and taffy, were served, while poems, prophecies, and eulogies on different members of Section "A" were given. It was generally observed that Section "A" took very kindly to the taffy.

WRIGHTONIAN SOCIETY.

The society is doing good work this term, largely due to efficient officers.

All old members are pleased to see Nathan Harvey attending as of yore.

Miss Pennell's talk on "Trip to Mobile," May 16, was very interesting.

The two societies held a union meeting, Decoration Day. An appropriate program was arranged.

By a recent debate between the married men and the bachelors (?), the latter were decided to be equal to kings.

The librarian's book shows that more books have been read in the last six months than during any previous year.

The excellent program of the high school, May 9, indicates that much of Wrightonia's strength is in that department.

Hard-working students obtain an opportunity for training imagination by listening to "Trips to New Orleans, Florida, Mobile, etc." Through imagination only can they visit those places.

SOUTHERN ILLINOIS NORMAL NOTES.

Prof. Jas. H. Brownlee delivers the Decoration speech at DuQuoin.

The seniors have been released from actual class duty, and are busy on their orations.

Prof. D. B. Parkinson, accompanied by his wife and Miss M. A. Buck, of the Southern Normal, are in New Orleans "taking in" the exposition.

The military are doing good work under Lieut. Starr and his two captains, Dunaway and Nash. Capt. Fringer is on the retired list, being a member of the senior class. Capt Fringer has been considered one of the best officers the cadets have had since their organization.

The exercises of commencement week begin with the Annual Sermon, by the Principal, on Sunday, June 7. Entertainment by Zetetic Literary Society, Monday evening; entertainment by Socratic Literary Society, Tuesday evening; Alumni Reunion, Wednesday evening; Graduating exercises on Thursday. Hon. Mr. Green, of Mt. Carmel, will deliver the annual address.

The following are the new officers of our Societies:

Socratic Society.—Pres., W. H Lancaster; Vice-Pres., J. C. Storment; Rec. Sec., Miss Kittie Hord; Cor. Sec., Miss Cora Williams; Treas., J. H Kirkpatrick; Chap., Miss Ora Krysher; Pianist, May Cleland; Editor, Z. B. Wiley; Asst. Ed., Miss Allie Bailey; Critic, Miss Ida M. Buckley; Janitor, E. L. Beans.

Zetetic Society —Pres., R. O. Lacey; Vice-Pres., Miss Cora Burnside; Rec. Sec., Miss Minnie Fryar; Cor. Sec., Miss Nannie Hundley; Editor, Milton Lydick; Asst. Ed., Miss Minnie Jackson; Critic, J. C. Pearce; Librarian, Benj. Lydick; Janitor, Fred Gillham; Asst. Janitor, Miss Callie Johnson.

On April 24 the geology class, accompanied by their teacher and a few friends, went to Chester to study the geological formations at that place. Messrs. Isaac Clements and J. P. Robarts, commissioners of the prison, favored the company with their presence on the journey, and, after their arrival at the prison, did everything in their power to make the visit of the company both pleasant and instructive. Major Salter, warden of the institution, assisted by his excellent lady and accomplished daughters, was untiring in his efforts of attention and hospitality. The party were handsomely entertained, and were favored with an excellent opportunity to study the rock formations. In short, the trip and visit will long be remembered as a most delightful feature of the geology work of the 33d term On the following Saturday, the same class, in private conveyances, visited the points of "Barky Dell" and "Giant City," points of unusual interest in the southern part of Jackson county. A few days later the class visited the "Brush Hill Mine," about one-half mile southeast of the Normal. On the whole, the class have been quite diligent in their efforts to study the rocks as they appear in their natural positions.

PERSONAL.

S. Y. Gillan will work in seven counties this summer.

Mr. and Mrs. Magill remain at Strawn next year with an increase of salary.

O. J. Condon, principal of the Ellsworth school, has recently taken unto himself a wife.

The Chicago agency of Van Antwerp, Bragg & Co. has fine new quarters at 315 Wabash Ave.

Dr. Hewett has been nominated by Judge Waite as counselor for Illinois in the American Institute of Civics.

R. L. Barton has been appointed superintendent of the Peru schools, to succeed Joseph Carter, who goes to his farms.

B. F. Stocks, after nine years of work in graded schools retires to engage in the practice of law. He was admitted four years ago.

Supt. N. C. Daugherty, of Peoria, will deliver the annual address at the Henry high school commencement, Friday evening, June 12.

Leroy S. Bates, recently principal of the Avon schools, has abandoned teaching and entered the ministry, hav-

ing taken charge of the Methodist church at Eureka Springs, Arkansas.

David W. Reid declined reappointment in the Normal public schools, because of reduced salary. The Norman horse interest is in the ascendancy in that village, and that interest believes in low prices for everything except Norman horses.

The "Muscal Welcome" which was tendered Miss Maud Powell, daughter of W. B. Powell, on her return from her four years' studies abroad, came off in the Aurora opera house, May 11. She was assisted by Stein's orchestra, and by other local celebrities. The press are unanimous in expressing their delight at the marvelous skill of the young violinist. Every seat was sold several days before the concert, and every available foot of room was crowded. THE JOURNAL joins her many friends in hearty congratulations at her safe return from over the seas, and has abundant faith in her future as an *artiste* of whom all Americans will be proud.

STATE NEWS.

DEPARTMENT OF PUBLIC INSTRUCTION,
Springfield, Ill., May 20, 1885.

To accommodate the County Superintendents and institute workers in the different parts of the State, I have concluded to hold two conventions of institute workers, one at Centralia, in the high school room, June 16, 17, and 18; and the other at Chicago, in the lecture room of the Church Block, southeast corner of Clark and Washington Streets, June 29 and 30, beginning at 9 o'clock a. m. each day.

A cordial invitation to attend these meetings is extended to all County Superintendents and institute workers, and to the friends of public education.

Experienced teachers will be present to guide the discussion of such subjects as will come before the institutes this year. Very respectfully,

HENRY RAAB,
Sup't. Public Instruction.

The sixteenth annual meeting of the Illinois Society of School Principals will meet in Chicago, July 1 and 2, 1885. Following is the programme:

Wednesday, July 1.

10 a. m., Welcome, by A. G. Lane, Superintendent of Cook Co. President's Address, J. N. Wilkinson, Decatur. 11 a. m., School Economy, J. W. Holcomb, State Superintendent Schools, Indiana; discussion by A. G. Lane, Chicago, and Sarah E. Raymond, Bloomington. 2 p. m., Psychology and Teaching, J. M. Greenwood, Superintendent Schools, Kansas City, Mo.; discussion by N. C. Dougherty, Peoria, and W. H. Ray, Hyde Park.

Thursday, July 2.

10 a. m., Moral Education, J. W. Stearns, Professor of Pedagogy, Wisconsin State University; discussion by J. W. Cook, Normal, Ill., and S. M. Inglis, Carbondale, Ill. 12 m, Reports of committees and election of officers. 2 p. m., Relation of Superintendent, Principal, and Teacher, J. L. Pickard, President Iowa State University; discussion by O. T. Bright, Chicago, and J. W. Layne, Danville.

All railroads will return for one-third rate, those who have paid full fare to Chicago and hold a certificate of membership from the Association. Tickets good till July 4. The Sherman House, one square from Methodist Church Block, will make a reduction to members of one-half dollar from regular rates.

Headquarters of Executive Committee and R. R. Secretary at Sherman House.

WARREN COUNTY.

Warren county teachers have not yet organized for work in the Teachers' Reading Circle. The board of managers in this county, appointed by the State Board, consists of J. B. Donnell, J. C. Stockton, J. S. Cannon, Miss E. B Leightz, and Miss M. L, Wiley, County Supt.

The Rossville School Board wish to have their school include a high school grade, and yet wish the work, primary and all, done by three, or at most, four teachers. This school will close its spring work by entertainments May 29 and June 5, the proceeds for the benefit of the library and apparatus fund. They have lately purchased a large and valuable microscope.

We have in our county a supervisor and school treasurer that we think is the only specimen of the kind in the State, yet we are not proud of him. He gives it as his conviction that the work of the common school is to a great extent a failure; that our country would be better, that we would have better men and women, if schools were all closed and books all burned. He considered it just as well to say "eddication" as education so long as it was known what was meant He is only one, and is not a sample of our Board nor our people.

ADAMS COUNTY.

The second annual commencement of the Payson high school occurred on the 21st ult. There were four graduates, all of whom did themselves credit. Prof. Shannon has been doing a noble work for the public schools of Payson. The directors have shown themselves to be men of the right kind in retaining Prof. Shannon another year.

The first annual commencement of the Maple Wood high school was a very happy occasion. It occurred on the 22d ult. Six young ladies who graduated will do the school and Prof. Hall credit. The exercises were of a high order and mark an epoch in the history of the public school at Camp Point. Prof. Hall has been connected with the school for several years and is well-known as an efficient principal. May his connection with Maple Wood continue in the future as pleasant as it has been profitable in the past.

"The third annual commencement of Clayton high school was a success in every respect, and did honor to the entire management. Following the orations of the nine graduates, was the address of Rev. E. A. Tanner, of Illinois College, and was a master effort. Prof. Anderson, who has been at the head of the schools for several years, fairly outdid himself in his happy manner of presenting diplomas. His address to the class contained gems of thought from its beginning to the close Dr. H. C. DeMotte, president of Chaddock College, was present and made many friends. Clayton may feel justly proud of her schools."—*Quincy Whig.*

WINNEBAGO COUNTY.

A free membership library is being established—fee 50 cents. Over 250 school journals are taken.

Hon. Henry Raab materially helped on the work by his brief visit this spring. Why can't we have his practical methods in book form? Some on primary penmanship and reading are extremely simple, novel enough to be attractive, and practical enough to wear.

Prof. James Goddard, the old stand-by, holds the somewhat difficult helm that guides the ship of study in the grammar department. Miss Davy, of Lena, and Miss Jessie Morse, of Winnebago, are still retained as primary teachers. We hope to keep track of many other old and respected teachers, and if possible cull some of their best methods for the benefit of readers of THE JOURNAL, to whom they may be so acceptable as to bring back others from them.

Winnebago county has not made an appearance in the columns of THE JOURNAL because she has been inactive in school work. Supt. Kinnie has followed a regular programme of meetings at Rockton, for northern part, and at Rockford for southern part of county. Printed outline of work at each meeting was sent to all

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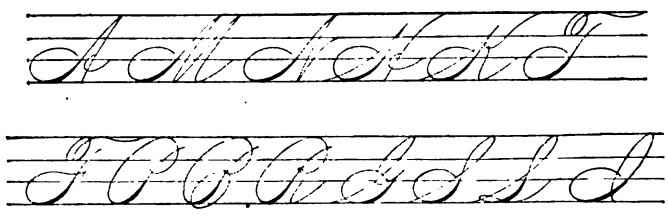
The copies in books 1 and 2 of this series, except the 1st line upon each page, are intended to be traced with *pen* and *ink*, or with pencil by the pupils.

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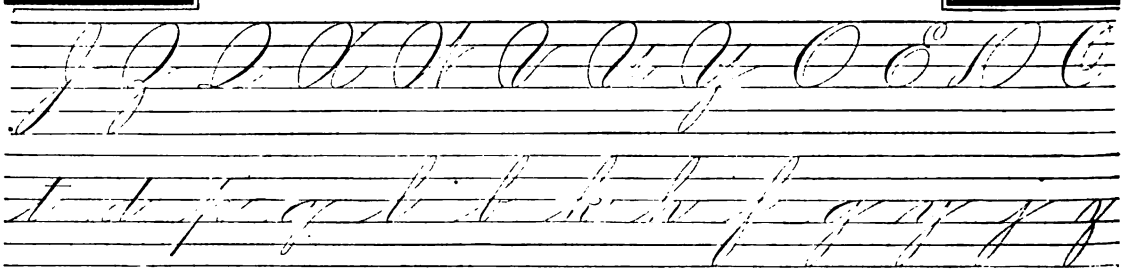
1st. Straight Line. 2nd. Right Curve. 3rd. Left Curve.

The teacher should place the copy upon the *Blackboard*, and explain the same *thoroughly* before the exercise in *writing*. Practice upon loose paper before using the book.

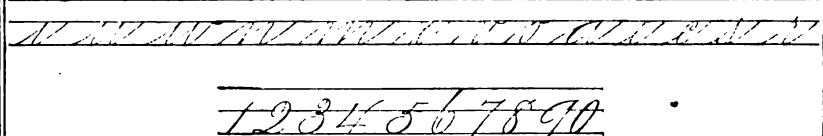
Capital Letters should be made three spaces in hight. The small *u* is taken as a standard of measurement. The *Capital Stem* as it occurs in the above letters, should be shaded *below the center*. The oval should be about 1½ spaces in hight.



The small *l*, *b*, *h*, *k* and *f* extend three spaces above the base line and cross at ⅓ their length. The small *f*, *j*, *g*, *y* and *z* extend two spaces below the base line. *Loop Letters* are ½ space in width.



The thirteen *Small Letters* are each one space in hight, except *r* and *s*, which are 1¼ spaces.



The *t*, *d* and *p* extend two spaces above the base line. The *p* and *q* 1¼ spaces below the base line.

The small *u* is taken as the standard of measurement in regard to *hight* and *width* of *Capitals* and *Small Letters*. A space in *hight* is the hight of the small *u*. A space in *width* is the distance between the two downward strokes in the small *u*. *All* letters are formed upon a *slant* of 50 to 52 degrees from the horizontal to the right of the vertical. *Connecting Slant* varies from 29½ to 35 degrees. The usual distance between small letters is 1½ spaces, except in the *d*, *g*, *q* and *a*, where it is 2¼ spaces. The dot of the small *i* and *j* should be one space above each letter. Cross the small *t* at ¾ its hight.

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School Songs, by C. E. R. Mueller, A. M., and O. B ackman.

Taylor's History, by Edward Taylor, A. M.

Model Arithmetics, by Kirk and Belfield.

Civil Government, We have just issued a Civil Government of Illinois and of the United States, by Edwin C. Crawford, A. M., Chicago, Ill.

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teachers and followed as nearly as practicable. Attendance has been increased beyond that of last year and the results are more apparent.

M. O. Narrimore, of Lena, is giving entire satisfaction at Winnebago, and with an unusually large and fine body of pupils, much good is being done.

Pecatonica retains the same corps of teachers it has had for several years. Prof. Goodrich has been principal for some ten or fifteen years. Miss L. Shimmin, teacher in grammar department, is an unusually fine soprano singer, and with other teacher singers, a visitor may enjoy a visit to that school musically, as well as witness the neat, thorough work of students in all the departments. Prof. Goodrich and assistants don't make much show away from home, but by being searched out some of the best work in our county is found with them. Miss Day, of Rockford, is now assistant in the high school room. Clara Leland, Addie Sanborn, and Lou Sprague are the remaining teachers. V. I. L.

JO DAVIESS COUNTY.

We are happy to report that Father Brand is improving in health.

The Galena high school numbers nine in its graduating class, two boys and seven girls. The schools close on the 25th of June.

Mr. W. H. Goodall, of Lodi, Wis., has been elected to succeed Mr. Garver, as principal of the Warren schools, at a salary of $850.

The Nora schools have closed for the year. Edward Weirick has been re-elected principal for the ensuing year. His work has been thorough and efficient. We are glad to know that he is to remain in our county. Mr. Weirick will spend the summer in Pennsylvania amid the scenes of his youth.

The pupils of the Galena schools held a public entertainment a few weeks since from which they cleared $159. This money has been expended in the purchase of books for the school library. At their last meeting the board of education appropriated $200 for the same worthy cause. It is hoped that from this beginning will grow a great and valuable library, reaching all departments of the schools and affording interesting and useful reading matter as an aid to the regular work of the course. SCRIPTOR.

WHITESIDE COUNTY.

The only teacher of note who has dropped out of the work this year, is W. H. Colcord, of Coleta. He is certainly justified in turning his talents and energies into channels which will be more conducive to his health and wealth—but schools of the county cannot afford to have it so.

Our Supt. insists that the coming institute is to be the best one yet held in this county. While we rejoice in this assurance, and are hopeful with him, yet there is greater cause of rejoicing in the fact that the work done during the past year by our worthy Superintendant and the many teachers who have a "zeal which is according to knowledge," renders the need of the summer institute less urgent than formerly. We are glad to learn that Miss Kennedy, of Normal, is to be with us to give practical and actual instruction in the teaching of children. This is the need of the hour. If to this is added, as will be doubtless, pedagogy and civil government taught by some one who is capable of realizing and enforcing their importance, our coming institute shall indeed be a grand success. The game of "Pussy wants a corner" is not as popular in our county this year as it was last. The directors are gradually taking greater interest, and are rendering more popular "the survival of the fittest." It is difficult to overestimate the work done by the five branch associations of our county during the past year, and I am glad to say that this work has been earnestly seconded and supplemented by the pupil and the press. I can no longer enumerate the good things done by individual teachers. Should be glad to do so, but they are too numerous. They must be left to the local press.

Your correspondent recently visited a few schools in Bureau county and found three in succession without a map, a globe, a chart, some without dictionaries, scarcity of blackboard and erasers, and indeed, in a generally dilapidated condition so far as the duty of the directors is concerned. The teachers were nobly doing the best they could under such adverse circumstances. Something more is needed in that county than an isolated normal once a year. I found one country school doing well and quite well provided for (needing only a chart and an organ to complete their little school heaven), but it was in keeping with the people of that immediate district, and in spite of the general condition of school matters in the county. He also visited an institute in Ogle county, where the plan is to hold about three each year. These, of course, are intended as county institutes. On this occasion about 35 teachers were in attendance. There are over 200 schools in the county. The difficulty is apparent, and the honorable Supt., Prof. Sanford, is trying to remedy it. As to whether he will be able or not, depends upon the support which his teachers give him. Prof. Forbes, of Polo, read a paper on, "Professional Reading," advocating the claims of the State Teachers' Reading Circle. I send it for publication that it may speak for itself and be heard by an audience worthy such a paper. At the close of this exercise the Superintendent stated that less than one-tenth of the teachers in his county have read, on an average, over one professional work. Comment is unnecessary. Prof Kelley delivered his popular lecture, "Hindrances to Efficient School Work," and is invited to repeat it; also to give it at other points in the county. I repeat: This lecture should be heard by every district in the state.

W. W. K.

SPRINGFELD.

Public schools will close June 12. There are 36 pupils in the graduating class.

Miss Anderson and her pupils had a picnic May 14, at Reservoir Park. The week before, they visited a coal mine, for the benefit of the geology class.

The old members of the school board have been reappointed, with the addition of Mr. C. A. Gehrman. Mr. Helmle has resigned, much to the regret of the board and the teachers.

The books published on language in this country within ten years form a valuable library for the teacher; but do not take the book as a substitute for yourself. In order that the teacher may *be* something he should *do* something.

The high school will hold an exhibition, at the end of the term, of the work of its pupils with brain and hand, in school or out, this year and in the past, so far as may be available. The chemistry class will, among other things, give specimens of bread-making.

The Latin division of the "D" class of the high school (Miss Howard's room), gave a dramatic entertainment Saturday evening, May 16, to raise money to buy an organ. Two dramas, "Our Folks" and "Coupon Bonds," by Trowbridge, were given with great spirit and excellence.

The "Great Republic" fund amounted to $36.50, the sum falling to the schools.

Superintendent Feitshans, at the Teachers's Institute, directed the teachers to adapt their discipline to a number of children, not to one only. A great point is gained if a pupil sees that the teacher himself is subject to law.

Supt. Feitshans made the last mental science lesson unusually interesting. The sensibilities should be cultivated in the reading lesson. Reading is the most important of all studies and constitutes one-half an educa-

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ILLINOIS SCHOOL JOURNAL.

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THE SLATE, OR PAPER AND PEN?

BY B B. JAMES, EVANSTON, ILL.

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SUMMER INSTITUTES.

COUNTIES.	TOWNS.	DATES.	CONDUCTORS.	ASSISTANTS.
Adams	Camp Point	July 22—Aug. 14.	John Jimison	H. M. Anderson, Edward Shannon, Mrs. Shannon.
Bond	Greenville	Aug. 3—Aug. 21.	P. C. Reed	E. C. Hewett, A. K. Carmichael, Jas. C. Burns.
Bureau	Princeton	Aug. 10—Aug. 21.	Jacob Miller	H. Houck, G. E. Little, R. R. Reeder, Julia E. Kennedy.
Carroll	———	Jnly 27—Aug. 8.	Geo. C. Mastin	F. T. Oldt, H. W. Ray.
Cass	Virginia	July 6—July 31.	A. L. Anderson	A. C. Butler.
Champaign	Champaign	July 27—Aug. 14.	Geo. R. Shawhan	M. Moore, J. W. Hays, S. A. Harrison.
Clinton	Carlyle	July 6—July 24.	D. B. Parkinson	W. H. Ray, Jas. H. Brownlee.
Coles	Mattoon	July 6—July 10.	T. J. Lee	I. L. Betzer, H. F. Baker, E. J. Hoenshel, E. O. Humphrey, L. H. Galbreth, A. J. Funkhouser, C. T. Feagan.
Cumberland	Toledo	Aug. 17—Aug. 21.	Edward Bangs	G. W. Munroe.
De Kalb	———	July 20—July 31.	Geo. I. Talbot	S. B. Bathurst, B. P. Colton, Miss S. Brooks.
Douglas	Tuscola	July 27—Aug. 14.	Jos. R. Burres	Prof. R. McCay, T. H. Harvey, T. C. Clendennen.
Edgar	Paris	July 27—Aug. 15.	D. T. Stewart	J. Trainer, T. L. Evans, A. Harvey, Miss Harvey.
Edwards	Albion	Aug. 3—Aug. 14.	John Hall	
Effingham	Effingham	July 30—Aug. 7.	J. A. Arnold	I. A. Smothers, W. H. Diets.
Ford	Piper City	July 6—July 18.	F. G. Lohman	A. C. Rishel, F. E. Bonney.
Franklin	Benton	Aug. 17—Aug. 28.	J. B. Ward	R. D. Swain.
Fulton	Lewiston	July 27—Aug. 7.	E. R. Boyer	E. A. Gastman, G. A. Burgess, A. S. Stultz, Ella Bear.
Henderson	Biggsville	July 20—July 31.	C. F. Kimball	A. S. Stults.
Jefferson	Mt. Vernon	Aug. 17—Aug. 22.	W. C. Barnhart	S. A. Forbes.
Jo Daviess	Galena	Aug. 31—Sept. 4.	S. Y. Gillan	W. H. Goodall, O. P. Bostwick.
Knox	Galesburg	Aug. 10—Aug. 21.	W. L. Steele	M. Andrew, Leslie Lewis, Henry McCormick.
Lake	Waukegan	July 19—Aug. 1.	Peter Fisher	A. R. Sabin.
La Salle	Ottawa	July 27—Aug. 15.	G. B. Stockdale	C. W. Tufts, B. Colton, J. M. Day, R. P. Heiser.
Lee	Dixon	July 20—Aug. 8.	Samuel J. Howe	Julia E. Kennedy, E. C. Webster, Miss L. E. Denney, J. S. Ward.
Logan	Lincoln	July 27—Aug. 21.	S. M. Guttery	B. F. McCord, I. H. Brown.
McHenry	Woodstock	Aug. 17—Aug. 31.	Frank H. Hall	J. C. Paul, S. B. Hursh.
McLean	Bloomington	July 6—July 24.	J. A. Miller	J. W. Cook, M. L. Seymour, Henry McCormick, Robert McCay.
Macon	Decatur	Aug. 17—Aug. 28.	John Trainer	E. A. Gastman, J. W. Gibson, J. H. Conradt, T. L. Evans, Ella Bear.
Madison	Edwardsville	July 6—July 31.	I. H. Brown	Jas. S. Stevenson, James Squires.
Marshall	Henry	June 29—July 10.	W. H. Kister	Thos. M. Balliet, H. J. Barton, Edw'd Bangs.
Monroe	Columbia	July 13—July 24.	Chas. I. Parker	J. R. Walker.
Moultrie	Sullivan	Aug. 24—Aug. 29.	J. N. Wilkinson	B. F. McClelland.
Ogle	Oregon	July 6—July 18.	Fernando Sanford	S. B. Wadsworth, J. W. Jenks, B. P. Colton, Emma J. Todd, Carrie R. Veazie.
Peoria	Peoria	July 1—July 10.	Mary W. Emery	N. C. Dougherty, John Trainer, H. W. Hallock, C. R. Vandervoort.
Piatt	Monticello	July 20—July 25.	G. A. Burgess	S. Y. Gillan, John Trainer, E. R. Boyer, Annie M. Kirkpatrick.
Randolph	Sparta	Aug. 3—Aug. 28.	Jas. S. Stevenson	—— Prentiss.
Rock Island	Rock Island	July 6—July 17.	W. H. Hatch	W. S. Mack.
Sangamon	Springfield	July 6—July 17.	A. J. Smith	F. R. Feitshans, J. H. Collins, J. R. Harker, C. C. Curtis.
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Tazewell	Delavan	Aug. 10—Aug. 21.	B. C. Allensworth	S. Y. Gillan, J. H. Tear, Ruth Fenner, Rebecca May.
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Wayne	Fairfield	July 20—Aug. 27.	Z. B. West	J. W. Stotts, J. M. Dixon, G. W. Dale.
Whiteside	Sterling	July 6—July 27.	B. F. Hendricks	H. B. Scott, Julia Kennedy, A. Bayliss, C. H. Crandell, S. A. Maxwell, M. F. Miller.
Will	Joliet	July 27—Aug. 7.	J. McKearnan	J. W. Cook, M. L. Seymour, Henry McCormick, Miss Kenyon.
Williamson	Marion	July 20—Aug. 7.	Jas. H. Brownlee.	
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Did you never notice how a child, used to a slate, begins to write on paper? This is the way he does it (suppose he is writing an examination): "He begins by trying to find on what part of the desk the paper should be put to begin, and decides by eyeing his neighbor. Then he takes up his pen and puts it on his tongue, as he does his pencil, and leaves its mark on the lips; then he fills it with ink and cautiously proceeds. The pen makes no mark, because of the saliva on the point; he draws it between his thumb and first finger, and then draws his finger carefully down his cheek. Thinking it does not write because there is no ink, or insufficient ink, he thrusts the pen to the bottom of the ink stand, and, of course, deposits a large blot on his paper; looks up to see 'who's a-looking,' and remembers he saw his big brother take up a similar blot with his tongue, so he proceeds to do likewise, leaving a wide blot across the width of the paper; then he quickly reaches for his blotter, which in his confusion he had forgotten, but imagining it would act as a good mat, like a lamp-mat, he had carefully placed his ink stand on it, and, of course, upsets his ink. And so the circus goes on, and by the time he gets fairly started the other pupils are a half-hour on their journey through their work."

Now, this is the exact condition of affairs, only not half depicted. One may say, "Oh, the child soon learns to be careful." But this is just the point. He does not learn to be careful, except by the slow work of years. Thoughtlessness and carelessness are so deeply rooted by the use of the slate, that they can not be eradicated in many months' time.

One of the points which careful teachers are most insisting upon now is that pupils shall learn to be careful, accurate, and neat. One of the best methods of accomplishing this is by much practice in writing on paper with ink; for how can care be engendered, or accuracy, while a pupil uses a medium for writing, from which any word carelessly misspelled, or any wrong word, can be erased in a twinkling when the teacher's eye is turned? When such is the case, the tendency is so irresistible, all unconscious though it may be to the child, to be careless, that heed and vigilance to just what is being written is almost impossible.

A child will be solicitous about mistakes just as soon as he is placed in circumstances where each and every line or point, when once made, is preserved for the teacher's eye, *and no sooner*. And how can a child be taught neatness when he is using a material on which he writes, or computes, from which the most rapid way to erase is to dampen the fingers on the lips and erase with them? Many pupils can be taught to use a sponge or a damp cloth; but the very children who need training in neatness and cleanliness are the dirty ones, those whose habits are to have soiled clothes, faces, and hands; and even though you can teach them to be careful in your presence, which is doubtful, they will return to their bad habits when out of your supervision. Absolutely the only way to teach those children to be neat, who need the instruction because they do not get it at home, is to take away, and keep away, from them the means and instruments of their continued lack of neatness. It is necessary also to do this early. A child who has learned all the bad habits engendered by the slate, cannot learn by beginning, at the age of twelve, to correct these abuses to such an extent that he can write well, and neatly, page after page of paper, indefinitely, in less than five or six years, unless he write very much more than the average public school pupil does.

The writer saw, a few days ago, the examination paper of a child eight years old. It had been written without special care, the instructor informed me; but there was no blot, misspelled word, or wrong word, in the eight or ten pages, and the penmanship was so perfect that in many places, for many words in succession, it was just as if printed—almost completely perfect. Moreover, all the papers in the class were of a very superior grade in these respects. The pupils use no slates.

Trusting that the writer has made out his point, here let us examine some of the expedients.

In the first place, no teacher should ever give to a pupil, under any circumstances, so much as a half sheet of paper, or a pen, if it is to be paid for from his own salary, unless money is no object to him; for that kind of charity once begun finds no stopping place, and his salary is his own and not the schools.

The writer's experience in this particular line should suffice for several persons in the teachers' chairs. He began; before he stopped he had expended more than one month's salary for material, which was of value only to the school and pupils. Foolish? Yes, just so, but—well, any one who has taught chemistry, and known what it was to foresee how beautifully he could illustrate a reaction if he only had the necessary reagent, has been in the condition in which he was. He wanted to show the pupils how bromine can be separated from the bromide of sodium. It requires only a few cents' worth of reagents and a long glass tube—but when the etc., etc., etc., are added, for similar situations, it amounted to many dollars.

A principal should make himself no stranger to the members of his board. If a teacher stands where he should in the estimation of his employers, almost any reasonable request will be gladly granted; for they have confidence in his judgment, rely on it, and expect him to make known the needs of the school, that they may fill them.

The best method is to persuade the board to supply ink by the gallon, and pens by the gross. Most boards will do this. It is best, also, if it can be done, to have them purchase several (ten or twelve) pounds of a good quality of wrapping paper for pencil use (it is good enough for arithmetical computations); also, a ream or two of note paper. The board must, in such case, rely upon the principal's judgment and economy to see that sheet after sheet of paper is not literally wasted.

If this cannot be done, the teacher should canvass the school, state plainly and well his reasons, and endeavor, as completely as possible, to supersede the slate with paper.

Very much can be done by effort in this line, even though the board consist of the most conservative and ignorant set of fogies in the backwoods. Thus, if it comes to actual work with the pupils and parents, suggesting to the parents to have their children supplied with a certain amount of paper each day, with the understanding that they are to bring it back at night to show how they have used it, may persuade many fathers.

Returning to the reasons why the slate should be dispensed with, the matter of noise and clatter is, of course, largely obviated by the present method of binding. But one great objection to the slate is its deleterious effect on the eyesight.

Dr. Smith, of Chicago, in a canvass of some of the city schools, found that myopia, or shortsightedness, and other visual defects, increased from five per cent. of all the pupils in the lowest grades, to seventy per cent. in high schools. And in investigating this subject, two or three years ago, the writer found that in many of the universities in England and in Europe the per cent. rose as high as eighty, and occasionally in one or another school, visual defects would be shown in ninety per cent. of the whole number of pupils. Who can doubt that the use of the slate is a large factor in this unhappy result? The hand, constantly giving off perspiration and oil from the respective glands, keeps the slate constantly greasy, and all know that when either the slate or pencil is greasy the mark made is more or less, often very, dim and indistinct. The constant straining required to read these characters, is very injurious indeed, especially when, as is frequently required, the work is done at the seat and brought to the class, the hand and clothing (sleeve) having been more or less rubbed over the writing. Furthermore, at the best, the lines made on a slate by a pencil are very dim, especially as compared with those made by black ink or a black pencil on light colored, or white paper. Any oculist will say that for this reason, if for no other, the slate should be abandoned. Not only so, but only very light-colored, or white paper, should be allowed. And until a harder and less dust-producing chalk has been supplied, the blackboard should be used as little as possible, and paper substituted; or, to say the least, the board work so arranged that all erasing be done at recess, or at the noon interval, or before or after school hours, and at a time when the dust can settle or blow out of doors before the pupils are assembled. Chalk dust is exceedingly harmful to the lungs. What teacher, who has taught a year, has not seen one or more consumptive children grow paler and weaker day by day in the dusty school room?

Nature is a hard ruler, and experience is a dear school. We cannot afford to teach chil-

dren to spell our erratic English, nor to learn the shape of continents, nor even the beauties of arithmetic and geometry, at the cost of their eye-sight and the functional power of their lungs.

NOT IN MY GRADE.

BY H. D. HATCH.

"How should I know? That is not in my grade," we often hear from our fellow teachers. The expression has become a by-word, and it has been used so often and so long that we may almost think many teachers ready to believe that they can do efficient educational service, treating the human mind and its development as they would a shoe in a great boot and shoe factory. The writer may be mistaken, but it would seem that a considerable number of teachers feel that it is possible to arrange such a "division of labor" in public school work, and such a system of "piece work" in its development, that the teacher may know as little of the processes which precede and follow his work, and of the use of the school's product when complete, as the city-bred factory hand may know of the complete processes of the shoe-making trade, with which he is connected in the capacity of a sewer-on-of-buttons.

What matter to him if the shoe has a paper insole, a heel half pasteboard, and is cut in a style calculated permanently to deform the foot of its wearer! His grade is button sewing; he "promotes" gross lots, and receives his "piece work" pay. He knows as little about the grades of leather used in shoe-making, the cutting of shoes to measure, and the methods of imitating "hand-sewing" on a wire-pegged shoe, as the old fashioned shoemaker knew of the use of a telephone. Yet this "piece worker" understands the button-sewing business, and he can "promote" an exceedingly large number of gross lots in nine months. This laborer undoubtedly belongs to the shoemakers' trades unions, attends their "institutes," etc.; but were he "transferred to another grade" (*e. g.*, the cutting of heels), he would find himself obliged to learn a new trade, so entirely different is his new work, and so totally unconnected in kind with his previous duties.

In either the work of button sewer or heel cutter, he soon learns to do his work just well enough to "pass examination"; he does not take particular pride in doing his work so well that the shoes which pass from his hand shall be noted for the excellence of their button sewing. He knows if this is done he will not be able to promote equal numbers in his own grade; in fact, instead of receiving credit for better work, though less in quantity, he will soon be singled out by his fellow-workers and superintendent for slowness, and his early removal will give place to one who can accomplish the customary amount of "*possible*" work.

There are few consumers of shoe leather who would not frankly admit the probability of a much more desirable purchase as the product, were the laborers of the different grades stimulated to an improvement in the quality rather than increase in the quantity of their work.

And yet the shoe is the merest product of inanimate matter, receiving no thought beyond its comfort (?) as an article of dress, and its durability as an economical possession.

We would ask if the attention and labor spent upon a shoe does not find its counterpart too often in the methods of instruction used in the schools? The school room walls may be adorned with the "Not How Much but How Well" mottoes of earlier days, still the term and yearly examination from "the powers that be," and the attending expectation of full gross lots, is the means of keeping too many teachers of honest purpose in the time-honored ruts.

"Not in your grade!"—Is a child's mind nothing but a mass of material to be cut by you, and passed to others for fitting, lasting, pegging, coloring, polishing, and at last to be boxed, physically and mentally? Pasteboard counters and insoles will show far more lasting and unsatisfactory results in character than in shoes.

The teacher should ever bear in mind that he is working upon an understanding of more lasting consequence than a shoe.

There is but one grade,—the grade of mental growth,—and no teacher is a true minister to the mind's development who does not often ask himself, "Is this the next proper step in the development of that individual mind?"

—and not to rest satisfied until he has answered the query in a manner fairly satisfactory to himself. To do this he must study means of knowing what is in the child's mind; he must learn to detect the appearance of thought-expression for its reality; he must know *things* himself, and be best satisfied with that expression of thought which makes it the most real by making it tangible, or at least visible. This he can not do by sitting down in serene content with the work of his grade, like our button sewer, who, having just finished a gross, awaits the arrival of another quantity of sheepskin imitation of Morocco, to be sold, perchance, as "Finest Pebble Goat."

NOTES FROM GERMANY.

BY CHARLES DEGARMO.

THE JOURNAL may be interested to know some of the peculiarities of the *Volksschulen*, one or two of which I have recently visited. One has to put his mind through various evolutions before he can understand what they are trying to get at, in a good many cases. One of the first things that strike a visitor is the fact that almost no text-books are used. The reader is nearly the only book of consequence that is required. In a geography class of eighty or more, I found but six atlases, although the cost is only 25 cents each. They do not dream of having a text-book for the pupils to study. In arithmetic only small "hefts," containing merely problems and exercises, and costing but a few cents each, are used. In no school of any grade have I found a formal explanatory text in any book of mathematics. In the *Volksschulen* no book of language, grammar, spelling, or history is used, though the latter study is taught three years in the schools that I visited.

Though very few text-books are used in any German school, the *Volksschulen* has the least of any. This is to be accounted for in several ways:

1. Germans do not, in theory, believe in many text-books.

2. In the *Volksschulen*, particularly, the children of the poor only are found.

3. Teachers are thoroughly trained in the normal schools to be independent of text-books.

4. *Pupils recite all the time they are in school*, usually six hours a day. Since each recitation period is an hour, minus recess, the teacher has ample time to develop his subject.

In regard to this last point, it takes one a long while to get used to seeing no studying done in school. Even in the primary classes each recitation period is fifty or sixty minutes. Those who are used to teaching small children at home can fancy how inattentive and washed-out a class of six-year-olds would become in that time. Nothing but the German love of system can account for such a phenomenon. Only one class is to be found in any one room. In the *Volksschule* visited, all classes in the six grades into which the course is divided number from 60 to 80 pupils, most of them containing between 70 and 80 pupils. Only mass instruction is possible with such numbers. Higher grades of schools are not so badly crowded.

The Germans do not have classes recite in the same subjects every day in the week, as we do, but give all the way from one to four or five hours a week to a given subject. Here is an hour programme in a *Hochere Toechterschule*, which will give an idea of how the thing is managed:

	Mon	*Tues.*	*Weds.*	*Thurs.*	*Fri.*	*Satur.*
8- 9.	Religion	Hist.	Hist. of Art.	Religion	Hist.	English
9-10.	Eng.(Gr.)	Eng.	Eng.	Arith.	Eng.	Hist. of Art
10-11.	Geog.	(Read) German I and II	Draw- ing.	Eng. (Gr.) (Litera.)	(Poetry) German (Gr.)	Hand Work Sewing Etc.
11-12.	Singing	French		German	French	
			AFTERNOON.			
2-3.				Nat. Sci.		
3-4.				French		

In this *Volksschule* each class has two hours' drill in gymnastics each week. A fine large hall, about 45x100 feet, has been built in the school yard for that purpose. It is furnished with all sorts of suitable apparatus and will accommodate 80 pupils at one time.

The girls devote two two-hour sessions a week to knitting and sewing, throughout the course. It is a curious sight to watch the little ones in their attempts to hold the knitting needles and yarn properly while they make the stitches. Many of the six-year-olds had learned to knit at home, and brought half-knit stockings with them to school. Most of them, however, were making their first attempts upon little bands. Two lady teach-

ers had charge of each class numbering about 80 pupils. This work passes through three grades, or years, when the maidens of nine make stockings all complete from top to toe. Sewing then commences and runs through the remaining three years of the course. Pupils bring cloth, usually strong linen, from home, and make it into garments for home use. They learn to make all sorts of seams, and with the greatest nicety. During the last year they learn to make shirts for both sexes, and cut garments from measure. In the higher girls' schools, where the course of study is much longer, all sorts of fancy work are also taught—crochetting, embroidering, marking linen, etc. No corresponding handwork is done by the boys. Here is one phase of handwork which is worth the attention of the advocates of industrial education at home. That it is practicable many decades of experience show. That it is useful one can hardly doubt. That there are difficulties in the way of its introduction into American schools is unquestionable, but at any rate they are vastly less than those which meet any attempt to introduce work for boys. This might be tried by the advocate of the industrial phase of education, as an entering wedge. If it succeeds who knows what may follow?

There is no co-education of the sexes in Germany. In the *Volksschulen*, boys and girls are usually found in the same building, but they do not sit or recite in the same rooms, nor do they come in contact with each other on the play ground or in the halls. In other grades of schools separate buildings are used. Nor is the instruction by any means the same in the higher grades. Girls here never study Greek or Latin, or higher mathematics, not even algebra. A German will smile incredulously if you suggest that girls could also do this work. And if for argument's sake he grants it for a moment, he will condemn such a course as idle and useless. English and French, however, are taught in the higher schools for girls; also much of literature and somewhat of art.

This separation of sexes in the schools affects the whole social life of the people. The young people are kept apart almost as strictly as careful people separate fire and petroleum. They are never seen together on the streets, or in the groves, or parks, unless engaged. The same thing holds even in dances. The minute the dance is over a separation takes place, the young men going to one side or into another room, the young ladies doing likewise. Our American girls who come over here to study always chafe at the restrictions which are laid upon them, either by public opinion or direct expostulation. The isolation of the sexes does not stop by any means with marriage. The women meet by themselves to drink coffee or other beverages, while the men go to the beer gardens. The young people here have very little opportunity to get acquainted with each other, so that most matches are made at sight. A student friend of mine in Jena complained to me that since he himself had been of a marriageable age—some four or five years—he had been acquainted with but three marriageable girls, and that now they were all married. A German student has no pleasant chats with other students of the other sex, no moonlight strolls, no buggy rides, no pleasant exchange of views or confidences. All that he can do is to describe a half circle with his cap, if he chances to meet his heart's idol, and pass on to the beer hall. The natural consequence of this permanent separation of the sexes would be to fire the imaginations of both, and end in romantic or false views of life. An experienced student of the Halle University said to me the other day that he would rather lose a hundred dollars than spend a week in the same house with half a dozen young ladies. I trust that it may be long hence when our American schools give up co-education. It has its disadvantages, but they are a feather's weight when compared with its benefits.

Halle, April 26, 1885.

HOW DO WE GAIN KNOWLEDGE?

BY E. C. HEWETT, PH. D.

I.

There is a Latin proverb which, translated, reads, "He who distinguishes well teaches well." Very true; but to distinguish well is as necessary to a learner as to a teacher. It is necessary to every one who would think clearly, be he learner or teacher; to make clear distinctions to one's self is the beginning of clear

thinking to any man, whether his present intellectual stores are great or small. It marks clear thinking in all its stages, and clear thinking is what men need intellectually above everything else.

Every man is to himself the center of the universe. The worlds of nature and of thought lie around him on all sides, stretching away to the infinities and the eternities. And every sane man knows some things, both in the realm of nature and in the realm of thought. He knows some things, and he knows that he knows them. And no wise man will mix the things he knows with his guesses or his dreams. I say every man knows some things; but *how* does he know them? That is the question for our present consideration.

As I sit here, I know that I am thinking upon a certain theme. How do I know that? I am conscious of it. No amount of reasoning or illustration can make it any clearer to me; and no amount of questioning or of quibbling can shake my faith in my own consciousness. I know that I am the same person who played in the brooks of New England forty years ago. How do I know that? In a similar way. There has been an unbroken line of consciousness from that day to this. To be sure, that line has been suspended by sleep many thousand times. But on each to-morrow, I have "come to myself" with the consciousness that I am I,—the same identical person who went to sleep. I know that a whole is greater than any of its parts; I know this at once and immediately. I knew it the first time my thought was turned to it; I have known it ever since; and it is no clearer to me, the man, than it was to me, the child.

These things, and some others like them, we know by *intuition*. The mind is so made that we must know them. To think these things not true, is impossible. But I know, as I sit here thinking, that there are books and papers on the table before me. I know this through the medium of my senses; the knowledge comes from direct perception; and, notwithstanding all that learned philosophers have said as to the theories of perception or the trustworthiness of our senses, I feel perfect confidence both in the existence and in the presence of these things. I know that a dog has four legs; and I know this in the same way,—that is, from observation. I know that fire will burn, for I have tried it. I know that strawberries are grateful to the palate; I know this by experiment, also. There is a large stock of knowledge that comes to us through the senses,—by observation, experience, experiment. Some seem to believe that this is the only true knowledge; or, at least, that it is the basis of all true knowledge. But facts teach that this is not all. All such knowledge is obtained directly and immediately. In this respect it is like the knowledge given us by intuition. The mind, acting through observation and experiment, does for us in regard to the facts of the outer world, what it does for us by intuition or consciousness in respect to our world of thought.

Again, I know that there is such a continent as Africa; that there was such a man as Julius Cæsar; and that a battle was fought on Bunker Hill. But such knowledge rests upon a very different foundation from that of which I have been speaking. It is mediate, and not immediate. It rests on testimony. But, if the testimony be given by those who are both competent and honest, especially if it come from several witnesses and is concurrent, such knowledge is as trustworthy as that given by our own senses. In fact, we act upon knowledge thus derived oftener, probably, than upon any other.

Once more, I know that the sum of the angles in any triangle is equal to two right-angles. I feel as sure of this as I do of my own existence. And yet I do not perceive at once that it must be so; hence this knowledge is not given me by intuition. Nor have I tried the experiment mechanically with all possible triangles, and so ascertained it from observation and experiment. It is true that I have heard competent and honest men assert this truth many times; but my knowledge of it does not rest on the assertion of others, as my knowledge of Africa does. I know this thing because I have conclusively reasoned it out. My mind, laying hold upon certain axioms, or fundamental truths, given by intuition, and proceeding with them strictly according to the laws by which sound and sane minds must act, has led me up to this truth by a process of sound reasoning. And, hav-

SUMMER INSTITUTES.

COUNTIES.	TOWNS.	DATES.	CONDUCTORS.	ASSISTANTS.
Adams	Camp Point	July 22—Aug. 14.	John Jimison	H. M. Anderson, Edward Shannon, Mrs. Shannon
Bond	Greenville	Aug. 3—Aug. 21.	P. C. Reed	E. C. Hewett, A. K. Carmichael, Jas. C. Burns.
Bureau	Princeton	Aug. 10—Aug. 21.	Jacob Miller	H. Houck, G. E. Little, R. R. Reeder, Julia E. Kennedy.
Carroll	————	July 27—Aug. 8.	Geo. C. Mastin	F. T. Oldt, H. W. Ray.
Cass	Virginia	July 6—July 31.	A. L. Anderson	A. C. Butler.
Champaign	Champaign	July 27—Aug. 14.	Geo. R. Shawhan	M. Moore, J. W. Hays, S. A. Harrison.
Clinton	Carlyle	July 6—July 24.	D. B. Parkinson	W. H. Ray, Jas. H. Brownlee.
Coles	Mattoon	July 6—July 10.	T. J. Lee	I. L. Betzer, H. F. Baker, E. J. Hoenshel, E. O. Humphrey, L. H. Galbreth, A. J. Funkhouser, C. T. Fesgran.
Cumberland	Toledo	Aug. 17—Aug. 21.	Edward Bangs	G. W. Munroe.
De Kalb	————	July 20—July 31.	Geo. I. Talbot	S. B. Bathurst, B. P. Colton, Miss S. Brooks.
Douglas	Tuscola	July 27—Aug. 14.	Jos. R. Burres	Prof. R. McCay, T. H. Harvey, T. C. Clendennen.
Edgar	Paris	July 27—Aug. 15.	D. T. Stewart	J. Trainer, T. L. Evans, A. Harvey, Miss Harvey.
Edwards	Albion	Aug. 3—Aug. 14.	John Hall	
Effingham	Effingham	July 30—Aug. 7.	J. A. Arnold	I. A. Smothers, W. H. Dietz.
Ford	Piper City	July 6—July 18.	F. G. Lohman	A. C. Rishel, F. E. Bonney.
Franklin	Benton	Aug. 17—Aug. 28.	J. B. Ward	R. D. Swain.
Fulton	Lewiston	July 27—Aug. 7.	E. R. Boyer	E. A. Gastman, G. A. Burgess, A. S. Stultz, Ella Bear.
Henderson	Biggsville	July 20—July 31.	C. F. Kimball	A. S. Stults.
Jefferson	Mt. Vernon	Aug. 17—Aug. 22.	W. C. Barnhart	S. A. Forbes.
Jo Daviess	Galena	Aug. 31—Sept. 4.	S. Y. Gillan	W. H. Goodall, O. P. Bostwick.
Knox	Galesburg	Aug. 10—Aug. 21.	W. L. Steele	M. Andrew, Leslie Lewis, Henry McCormick.
Lake	Waukegan	July 19—Aug. 1.	Peter Fisher	A. R. Sabin.
La Salle	Ottawa	July 27—Aug. 15.	G. B. Stockdale	C. W. Tufts, B. Colton, J. M. Day, R. P. Heiser.
Lee	Dixon	July 20—Aug. 8.	Samuel J. Howe	Julia E. Kennedy, E. C. Webster, Miss L. E. Denney, J. S. Ward.
Logan	Lincoln	July 27—Aug. 21.	S. M. Guttery	B. F. McCord, I. H. Brown.
McHenry	Woodstock	Aug. 17—Aug. 31.	Frank H. Hall	J. C. Paul, S. B. Hursh.
McLean	Bloomington	July 6—July 24.	J. A. Miller	J. W. Cook, M. L. Seymour, Henry McCormick, Robert McCay.
Macon	Decatur	Aug. 17—Aug. 28.	John Trainer	E. A. Gastman, J. W. Gibson, J. H. Conradt, T. L. Evans, Ella Bear.
Madison	Edwardsville	July 6—July 31.	I. H. Brown	Jas. S. Stevenson, James Squires.
Marshall	Henry	June 29—July 10.	W. H. Kister	Thos. M. Balliet, H. J. Barton, Edw'd Bangs.
Monroe	Columbia	July 13—July 24.	Chas. I. Parker	J. R. Walker.
Moultrie	Sullivan	Aug. 24—Aug. 29.	J. N. Wilkinson	B. F. McClelland.
Ogle	Oregon	July 6—July 18.	Fernando Sanford	S. B. Wadsworth, J. W. Jenks, B. P. Colton, Emma J. Todd, Carrie R. Veazie.
Peoria	Peoria	July 1—July 10.	Mary W. Emery	N. C. Dougherty, John Trainer, H. W. Hallock, C. R. Vandervoort.
Piatt	Monticello	July 20—July 25.	G. A. Burgess	S. Y. Gillan, John Trainer, E. R. Boyer, Annie M. Kirkpatrick.
Randolph	Sparta	Aug. 3—Aug. 28.	Jas. S. Stevenson	—— Prentiss.
Rock Island	Rock Island	July 6—July 17.	W. H. Hatch	W. S. Mack.
Sangamon	Springfield	July 6—July 17.	A. J. Smith	F. R. Feitshans, J. H. Collins, J. R. Harker, C. C. Curtis.
Schuyler	Rushville	July 20—Aug. 14.	Nathan T. Veatch	Maxwell Kennedy.
Stephenson	Lena	Aug. 3—Aug. 14.	A. A. Krape	Geo. E. Knepper, A. R. Sabin, Chas. O. Knepper.
Tazewell	Delavan	Aug. 10—Aug. 21.	B. C. Allensworth	S. Y. Gillan, J. H. Tear, Ruth Fenner, Rebecca May
Vermilion	Danville	July 27—Aug. 14.	J. D. Benedict	J. W. Layne, Joseph Carter, T. B. Bird.
Washington	Nashville	Aug. 10—Aug. 27.	John Hull	Nannie C. Anderson.
Wayne	Fairfield	July 20—Aug. 27.	Z. B. West	J. W. Stotts, J. M. Dixon, G. W. Dale.
Whiteside	Sterling	July 6—July 27.	B. F. Hendricks	H. B. Scott, Julia Kennedy, A. Bayliss, C. H. Crandell, S. A. Maxwell, M. F. Miller.
Will	Joliet	July 27—Aug. 7.	J. McKearnan	J. W. Cook, M. L. Seymour, Henry McCormick, Miss Kenyon.
Williamson	Marion	July 20—Aug. 7.	Jas. H. Brownlee.	
Winnebago	Rockford	July 20—July 31.	P. R. Walker	G. Selby, W. W. Austin, Emma Todd, J. W. Gibson

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THE SLATE, OR PAPER AND PEN?

BY B B. JAMES, EVANSTON, ILL.

"Old things are passing away." Everyone knows that,—at least should know it,—as the fact has been quite frequently referred to.

"The slate of our dads" is one of the old things that should have passed away many years ago, but only now are school boards weighing it in the balance.

The time-honored instrument for "learning him to cipher an' figger," has, by some authorities in our cities, been inquired into somewhat, with the object of seeing if it is really a means or an instrument, or whether it is not in reality a hindrance, a nuisance.

Many of these investigators, notably in Chicago, have come to the conclusion that it is an obstacle to progress.

As in many of the public schools of the States, especially in rural districts and the most densely populated regions of cities, the slate not only enjoys an honored position, but is largely the main *tabula literaria*, it may be well to inquire a little into the cause of this movement, to see if it is really for the best. Because, if it is better to require pupils indiscriminately to abandon their slates, then it follows that all teachers should, unless circumstances are very unusual, follow the same course.

In the first place, it may be well to remark that no teacher has a right, of himself, to *require* all, or even one, of his pupils to relinquish the use of his slate, howsoever injurious he, individually, may consider the slate to the pupil's success. This is undoubtedly the function of the school board. But of this anon.

Apparently the only objection parents have to their children discontinuing the use of the slate and using paper and pencil, or pen and ink, is the additional expense involved in supplying the latter. Several letters have been written to the dailies of Chicago, protesting against the change, but apart from a great amount of raillery at the authorities, the item of expense is the only argument urged. And it is the only one that occurs to the writer; for surely no one can maintain the superiority of the slate over paper, in any one particular, as a means or aid to study.

At the first glance, this item of expense appears to be a no inconsiderable element, but a thought at how cheap paper is in these days almost does away with the objection. Fairly good note paper can be had at the rate of from four to seven quires for twenty-five cents. It sells readily in large cities for this price. Teachers can order from cities, if in rural district, at this rate. But more of the expedients later.

Now, what are the reasons why the slate should *not* be used? I cannot attempt to give them all, but surely every instructor has noticed how difficult it is for a pupil, used to the slate, to write with pen and ink on paper. The slate is in every respect entirely different from paper. To be able to write on a slate is very different from ability to write on paper. In fact, when the slate is abandoned, and the paper taken up, the whole art has to be learned almost anew. Why? Because with the slate there is no ink to overturn, the surface is smooth and hard, so it cannot be punctured and a blot made when the pencil is not held at the right angle, any word can be immediately erased, etc.

Did you never notice how a child, used to a slate, begins to write on paper? This is the way he does it (suppose he is writing an examination): "He begins by trying to find on what part of the desk the paper should be put to begin, and decides by eyeing his neighbor. Then he takes up his pen and puts it on his tongue, as he does his pencil, and leaves its mark on the lips; then he fills it with ink and cautiously proceeds. The pen makes no mark, because of the saliva on the point; he draws it between his thumb and first finger, and then draws his finger carefully down his cheek. Thinking it does not write because there is no ink, or insufficient ink, he thrusts the pen to the bottom of the ink stand, and, of course, deposits a large blot on his paper; looks up to see 'who's a-looking,' and remembers he saw his big brother take up a similar blot with his tongue, so he proceeds to do likewise, leaving a wide blot across the width of the paper; then he quickly reaches for his blotter, which in his confusion he had forgotten, but imagining it would act as a good mat, like a lamp-mat, he had carefully placed his ink stand on it, and, of course, upsets his ink. And so the circus goes on, and by the time he gets fairly started the other pupils are a half-hour on their journey through their work."

Now, this is the exact condition of affairs, only not half depicted. One may say, "Oh, the child soon learns to be careful." But this is just the point. He does not learn to be careful, except by the slow work of years. Thoughtlessness and carelessness are so deeply rooted by the use of the slate, that they can not be eradicated in many months' time.

One of the points which careful teachers are most insisting upon now is that pupils shall learn to be careful, accurate, and neat. One of the best methods of accomplishing this is by much practice in writing on paper with ink; for how can care be engendered, or accuracy, while a pupil uses a medium for writing, from which any word carelessly misspelled, or any wrong word, can be erased in a twinkling when the teacher's eye is turned? When such is the case, the tendency is so irresistible, all unconscious though it may be to the child, to be careless, that heed and vigilance to just what is being written is almost impossible.

A child will be solicitous about mistakes just as soon as he is placed in circumstances where each and every line or point, when once made, is preserved for the teacher's eye, *and no sooner*. And how can a child be taught neatness when he is using a material on which he writes, or computes, from which the most rapid way to erase is to dampen the fingers on the lips and erase with them? Many pupils can be taught to use a sponge or a damp cloth; but the very children who need training in neatness and cleanliness are the dirty ones, those whose habits are to have soiled clothes, faces, and hands; and even though you can teach them to be careful in your presence, which is doubtful, they will return to their bad habits when out of your supervision. Absolutely the only way to teach those children to be neat, who need the instruction because they do not get it at home, is to take away, and keep away, from them the means and instruments of their continued lack of neatness. It is necessary also to do this early. A child who has learned all the bad habits engendered by the slate, cannot learn by beginning, at the age of twelve, to correct these abuses to such an extent that he can write well, and neatly, page after page of paper, indefinitely, in less than five or six years, unless he write very much more than the average public school pupil does.

The writer saw, a few days ago, the examination paper of a child eight years old. It had been written without special care, the instructor informed me; but there was no blot, misspelled word, or wrong word, in the eight or ten pages, and the penmanship was so perfect that in many places, for many words in succession, it was just as if printed—almost completely perfect. Moreover, all the papers in the class were of a very superior grade in these respects. The pupils use no slates.

Trusting that the writer has made out his point, here let us examine some of the expedients.

In the first place, no teacher should ever give to a pupil, under any circumstances, so much as a half sheet of paper, or a pen, if it is to be paid for from his own salary, unless money is no object to him; for that kind of charity once begun finds no stopping place, and his salary is his own and not the schools.

The writer's experience in this particular line should suffice for several persons in the teachers' chairs. He began; before he stopped he had expended more than one month's salary for material, which was of value only to the school and pupils. Foolish? Yes, just so, but—well, any one who has taught chemistry, and known what it was to foresee how beautifully he could illustrate a reaction if he only had the necessary reagent, has been in the condition in which he was. He wanted to show the pupils how bromine can be separated from the bromide of sodium. It requires only a few cents' worth of reagents and a long glass tube—but when the etc., etc., etc., are added, for similar situations, it amounted to many dollars.

A principal should make himself no stranger to the members of his board. If a teacher stands where he should in the estimation of his employers, almost any reasonable request will be gladly granted; for they have confidence in his judgment, rely on it, and expect him to make known the needs of the school, that they may fill them.

The best method is to persuade the board to supply ink by the gallon, and pens by the gross. Most boards will do this. It is best, also, if it can be done, to have them purchase several (ten or twelve) pounds of a good quality of wrapping paper for pencil use (it is good enough for arithmetical computations); also, a ream or two of note paper. The board must, in such case, rely upon the principal's judgment and economy to see that sheet after sheet of paper is not literally wasted.

If this cannot be done, the teacher should canvass the school, state plainly and well his reasons, and endeavor, as completely as possible, to supersede the slate with paper.

Very much can be done by effort in this line, even though the board consist of the most conservative and ignorant set of fogies in the backwoods. Thus, if it comes to actual work with the pupils and parents, suggesting to the parents to have their children supplied with a certain amount of paper each day, with the understanding that they are to bring it back at night to show how they have used it, may persuade many fathers.

Returning to the reasons why the slate should be dispensed with, the matter of noise and clatter is, of course, largely obviated by the present method of binding. But one great objection to the slate is its deleterious effect on the eyesight.

Dr. Smith, of Chicago, in a canvass of some of the city schools, found that myopia, or shortsightedness, and other visual defects, increased from five per cent. of all the pupils in the lowest grades, to seventy per cent. in high schools. And in investigating this subject, two or three years ago, the writer found that in many of the universities in England and in Europe the per cent. rose as high as eighty, and occasionally in one or another school, visual defects would be shown in ninety per cent. of the whole number of pupils. Who can doubt that the use of the slate is a large factor in this unhappy result? The hand, constantly giving off perspiration and oil from the respective glands, keeps the slate constantly greasy, and all know that when either the slate or pencil is greasy the mark made is more or less, often very, dim and indistinct. The constant straining required to read these characters, is very injurious indeed, especially when, as is frequently required, the work is done at the seat and brought to the class, the hand and clothing (sleeve) having been more or less rubbed over the writing. Furthermore, at the best, the lines made on a slate by a pencil are very dim, especially as compared with those made by black ink or a black pencil on light colored, or white paper. Any oculist will say that for this reason, if for no other, the slate should be abandoned. Not only so, but only very light-colored, or white paper, should be allowed. And until a harder and less dust-producing chalk has been supplied, the blackboard should be used as little as possible, and paper substituted; or, to say the least, the board work so arranged that all erasing be done at recess, or at the noon interval, or before or after school hours, and at a time when the dust can settle or blow out of doors before the pupils are assembled. Chalk dust is exceedingly harmful to the lungs. What teacher, who has taught a year, has not seen one or more consumptive children grow paler and weaker day by day in the dusty school room?

Nature is a hard ruler, and experience is a dear school. We cannot afford to teach chil-

dren to spell our erratic English, nor to learn the shape of continents, nor even the beauties of arithmetic and geometry, at the cost of their eye-sight and the functional power of their lungs.

NOT IN MY GRADE.

BY H. D. HATCH.

"How should I know? That is not in my grade," we often hear from our fellow teachers. The expression has become a by-word, and it has been used so often and so long that we may almost think many teachers ready to believe that they can do efficient educational service, treating the human mind and its development as they would a shoe in a great boot and shoe factory. The writer may be mistaken, but it would seem that a considerable number of teachers feel that it is possible to arrange such a "division of labor" in public school work, and such a system of "piece work" in its development, that the teacher may know as little of the processes which precede and follow his work, and of the use of the school's product when complete, as the city-bred factory hand may know of the complete processes of the shoe-making trade, with which he is connected in the capacity of a sewer-on-of-buttons.

What matter to him if the shoe has a paper insole, a heel half pasteboard, and is cut in a style calculated permanently to deform the foot of its wearer! His grade is button sewing; he "promotes" gross lots, and receives his "piece work" pay. He knows as little about the grades of leather used in shoe-making, the cutting of shoes to measure, and the methods of imitating "hand-sewing" on a wire-pegged shoe, as the old fashioned shoemaker knew of the use of a telephone. Yet this "piece worker" understands the button-sewing business, and he can "promote" an exceedingly large number of gross lots in nine months. This laborer undoubtedly belongs to the shoemakers' trades unions, attends their "institutes," etc.; but were he "transferred to another grade" (*e. g.*, the cutting of heels), he would find himself obliged to learn a new trade, so entirely different is his new work, and so totally unconnected in kind with his previous duties.

In either the work of button sewer or heel cutter, he soon learns to do his work just well enough to "pass examination"; he does not take particular pride in doing his work so well that the shoes which pass from his hand shall be noted for the excellence of their button sewing. He knows if this is done he will not be able to promote equal numbers in his own grade; in fact, instead of receiving credit for better work, though less in quantity, he will soon be singled out by his fellow-workers and superintendent for slowness, and his early removal will give place to one who can accomplish the customary amount of "*possible*" work.

There are few consumers of shoe leather who would not frankly admit the probability of a much more desirable purchase as the product, were the laborers of the different grades stimulated to an improvement in the quality rather than increase in the quantity of their work.

And yet the shoe is the merest product of inanimate matter, receiving no thought beyond its comfort (?) as an article of dress, and its durability as an economical possession.

We would ask if the attention and labor spent upon a shoe does not find its counterpart too often in the methods of instruction used in the schools? The school room walls may be adorned with the "Not How Much but How Well" mottoes of earlier days, still the term and yearly examination from "the powers that be," and the attending expectation of full gross lots, is the means of keeping too many teachers of honest purpose in the time-honored ruts.

"Not in your grade!"—Is a child's mind nothing but a mass of material to be cut by you, and passed to others for fitting, lasting, pegging, coloring, polishing, and at last to be boxed, physically and mentally? Pasteboard counters and insoles will show far more lasting and unsatisfactory results in character than in shoes.

The teacher should ever bear in mind that he is working upon an understanding of more lasting consequence than a shoe.

There is but one grade,—the grade of mental growth,—and no teacher is a true minister to the mind's development who does not often ask himself, "Is this the next proper step in the development of that individual mind?"

—and not to rest satisfied until he has answered the query in a manner fairly satisfactory to himself. To do this he must study means of knowing what is in the child's mind; he must learn to detect the appearance of thought-expression for its reality; he must know *things* himself, and be best satisfied with that expression of thought which makes it the most real by making it tangible, or at least visible. This he can not do by sitting down in serene content with the work of his grade, like our button sewer, who, having just finished a gross, awaits the arrival of another quantity of sheepskin imitation of Morocco, to be sold, perchance, as "Finest Pebble Goat."

NOTES FROM GERMANY.

BY CHARLES DEGARMO.

THE JOURNAL may be interested to know some of the peculiarities of the *Volksschulen*, one or two of which I have recently visited. One has to put his mind through various evolutions before he can understand what they are trying to get at, in a good many cases. One of the first things that strike a visitor is the fact that almost no text-books are used. The reader is nearly the only book of consequence that is required. In a geography class of eighty or more, I found but six atlases, although the cost is only 25 cents each. They do not dream of having a text-book for the pupils to study. In arithmetic only small "hefts," containing merely problems and exercises, and costing but a few cents each, are used. In no school of any grade have I found a formal explanatory text in any book of mathematics. In the *Volksschulen* no book of language, grammar, spelling, or history is used, though the latter study is taught three years in the schools that I visited.

Though very few text-books are used in any German school, the *Volksschulen* has the least of any. This is to be accounted for in several ways:

1. Germans do not, in theory, believe in many text-books.

2. In the *Volksschulen*, particularly, the children of the poor only are found.

3. Teachers are thoroughly trained in the normal schools to be independent of text-books.

4. *Pupils recite all the time they are in school*, usually six hours a day. Since each recitation period is an hour, minus recess, the teacher has ample time to develop his subject.

In regard to this last point, it takes one a long while to get used to seeing no studying done in school. Even in the primary classes each recitation period is fifty or sixty minutes. Those who are used to teaching small children at home can fancy how inattentive and washed-out a class of six-year-olds would become in that time. Nothing but the German love of system can account for such a phenomenon. Only one class is to be found in any one room. In the *Volksschule* visited, all classes in the six grades into which the course is divided number from 60 to 80 pupils, most of them containing between 70 and 80 pupils. Only mass instruction is possible with such numbers. Higher grades of schools are not so badly crowded.

The Germans do not have classes recite in the same subjects every day in the week, as we do, but give all the way from one to four or five hours a week to a given subject. Here is an hour programme in a *Hochere Toechterschule*, which will give an idea of how the thing is managed:

	Mon	*Tues.*	*Weds.*	*Thurs.*	*Fri.*	*Satur.*
8- 9.	Religion	Hist.	Hist. of Art.	Religion	Hist.	English
9-10.	Eng.(Gr.)	Eng.	Eng.	Arith.	Eng.	Hist. of Art
10-11.	Geog.	(Read) German I and II	Draw- ing.	Eng. (Gr.) (Litera.)	(Poetry) German (Gr.)	Hand Work Sewing Etc.
11-12.	Singing	French		German	French	
			AFTERNOON.			
2-3.				Nat. Sci.		
3-4.				French		

In this *Volksschule* each class has two hours' drill in gymnastics each week. A fine large hall, about 45x100 feet, has been built in the school yard for that purpose. It is furnished with all sorts of suitable apparatus and will accommodate 80 pupils at one time.

The girls devote two two-hour sessions a week to knitting and sewing, throughout the course. It is a curious sight to watch the little ones in their attempts to hold the knitting needles and yarn properly while they make the stitches. Many of the six-year-olds had learned to knit at home, and brought half-knit stockings with them to school. Most of them, however, were making their first attempts upon little bands. Two lady teach-

ers had charge of each class numbering about 80 pupils. This work passes through three grades, or years, when the maidens of nine make stockings all complete from top to toe. Sewing then commences and runs through the remaining three years of the course. Pupils bring cloth, usually strong linen, from home, and make it into garments for home use. They learn to make all sorts of seams, and with the greatest nicety. During the last year they learn to make shirts for both sexes, and cut garments from measure. In the higher girls' schools, where the course of study is much longer, all sorts of fancy work are also taught—crochetting, embroidering, marking linen, etc. No corresponding handwork is done by the boys. Here is one phase of handwork which is worth the attention of the advocates of industrial education at home. That it is practicable many decades of experience show. That it is useful one can hardly doubt. That there are difficulties in the way of its introduction into American schools is unquestionable, but at any rate they are vastly less than those which meet any attempt to introduce work for boys. This might be tried by the advocate of the industrial phase of education, as an entering wedge. If it succeeds who knows what may follow?

There is no co-education of the sexes in Germany. In the *Volksschulen*, boys and girls are usually found in the same building, but they do not sit or recite in the same rooms, nor do they come in contact with each other on the play ground or in the halls. In other grades of schools separate buildings are used. Nor is the instruction by any means the same in the higher grades. Girls here never study Greek or Latin, or higher mathematics, not even algebra. A German will smile incredulously if you suggest that girls could also do this work. And if for argument's sake he grants it for a moment, he will condemn such a course as idle and useless. English and French, however, are taught in the higher schools for girls; also much of literature and somewhat of art.

This separation of sexes in the schools affects the whole social life of the people. The young people are kept apart almost as strictly as careful people separate fire and petroleum. They are never seen together on the streets, or in the groves, or parks, unless engaged. The same thing holds even in dances. The minute the dance is over a separation takes place, the young men going to one side or into another room, the young ladies doing likewise. Our American girls who come over here to study always chafe at the restrictions which are laid upon them, either by public opinion or direct expostulation. The isolation of the sexes does not stop by any means with marriage. The women meet by themselves to drink coffee or other beverages, while the men go to the beer gardens. The young people here have very little opportunity to get acquainted with each other, so that most matches are made at sight. A student friend of mine in Jena complained to me that since he himself had been of a marriageable age—some four or five years—he had been acquainted with but three marriageable girls, and that now they were all married. A German student has no pleasant chats with other students of the other sex, no moonlight strolls, no buggy rides, no pleasant exchange of views or confidences. All that he can do is to describe a half circle with his cap, if he chances to meet his heart's idol, and pass on to the beer hall. The natural consequence of this permanent separation of the sexes would be to fire the imaginations of both, and end in romantic or false views of life. An experienced student of the Halle University said to me the other day that he would rather lose a hundred dollars than spend a week in the same house with half a dozen young ladies. I trust that it may be long hence when our American schools give up co-education. It has its disadvantages, but they are a feather's weight when compared with its benefits.

Halle, April 26, 1885.

HOW DO WE GAIN KNOWLEDGE?

BY E. C. HEWETT, PH. D.

I.

There is a Latin proverb which, translated, reads, "He who distinguishes well teaches well." Very true; but to distinguish well is as necessary to a learner as to a teacher. It is necessary to every one who would think clearly, be he learner or teacher; to make clear distinctions to one's self is the beginning of clear

thinking to any man, whether his present intellectual stores are great or small. It marks clear thinking in all its stages, and clear thinking is what men need intellectually above everything else.

Every man is to himself the center of the universe. The worlds of nature and of thought lie around him on all sides, stretching away to the infinities and the eternities. And every sane man knows some things, both in the realm of nature and in the realm of thought. He knows some things, and he knows that he knows them. And no wise man will mix the things he knows with his guesses or his dreams. I say every man knows some things; but *how* does he know them? That is the question for our present consideration.

As I sit here, I know that I am thinking upon a certain theme. How do I know that? I am conscious of it. No amount of reasoning or illustration can make it any clearer to me; and no amount of questioning or of quibbling can shake my faith in my own consciousness. I know that I am the same person who played in the brooks of New England forty years ago. How do I know that? In a similar way. There has been an unbroken line of consciousness from that day to this. To be sure, that line has been suspended by sleep many thousand times. But on each to-morrow, I have "come to myself" with the consciousness that I am I,—the same identical person who went to sleep. I know that a whole is greater than any of its parts; I know this at once and immediately. I knew it the first time my thought was turned to it; I have known it ever since; and it is no clearer to me, the man, than it was to me, the child.

These things, and some others like them, we know by *intuition*. The mind is so made that we must know them. To think these things not true, is impossible. But I know, as I sit here thinking, that there are books and papers on the table before me. I know this through the medium of my senses; the knowledge comes from direct perception; and, notwithstanding all that learned philosophers have said as to the theories of perception or the trustworthiness of our senses, I feel perfect confidence both in the existence and in the presence of these things. I know that a dog has four legs; and I know this in the same way,—that is, from observation. I know that fire will burn, for I have tried it. I know that strawberries are grateful to the palate; I know this by experiment, also. There is a large stock of knowledge that comes to us through the senses,—by observation, experience, experiment. Some seem to believe that this is the only true knowledge; or, at least, that it is the basis of all true knowledge. But facts teach that this is not all. All such knowledge is obtained directly and immediately. In this respect it is like the knowledge given us by intuition. The mind, acting through observation and experiment, does for us in regard to the facts of the outer world, what it does for us by intuition or consciousness in respect to our world of thought.

Again, I know that there is such a continent as Africa; that there was such a man as Julius Cæsar; and that a battle was fought on Bunker Hill. But such knowledge rests upon a very different foundation from that of which I have been speaking. It is mediate, and not immediate. It rests on testimony. But, if the testimony be given by those who are both competent and honest, especially if it come from several witnesses and is concurrent, such knowledge is as trustworthy as that given by our own senses. In fact, we act upon knowledge thus derived oftener, probably, than upon any other.

Once more, I know that the sum of the angles in any triangle is equal to two right-angles. I feel as sure of this as I do of my own existence. And yet I do not perceive at once that it must be so; hence this knowledge is not given me by intuition. Nor have I tried the experiment mechanically with all possible triangles, and so ascertained it from observation and experiment. It is true that I have heard competent and honest men assert this truth many times; but my knowledge of it does not rest on the assertion of others, as my knowledge of Africa does. I know this thing because I have conclusively reasoned it out. My mind, laying hold upon certain axioms, or fundamental truths, given by intuition, and proceeding with them strictly according to the laws by which sound and sane minds must act, has led me up to this truth by a process of sound reasoning. And, hav-

ing proceeded thus, I rest just as confidently on this result as I do on the results of my consciousness or my experience. It is true, I may *test* this truth by experiment, but I have not gained possession of it in this way. All mathematical knowledge comes from reasoning, except that of the axioms, given by intuition, and of the definitions, which are drawn from observation or are assumed as necessary in the nature of things.

Still again, some of the lower animals seem to be in possession of, and to be guided by, truths which might have been gained by a process of reasoning, but which it is certain that they never obtained in that way. The bee constructs his cell on strictly geometrical principles. If he could reason like a Newton, his reasoning would tell him to build just as he does now. But his knowledge does not come from reasoning, nor does it come from experience, for he builds his first cell just as skillfully as he builds the last. What is the source of that knowledge, which reasoning might have given, but which it is certain it did not give? Instinct is the name which has been applied to this source of knowledge, although philosophers have not fully agreed in defining the term. Instinct is most apparent in the lower animals; but human beings appear not to be wholly lacking in this respect. Minds often reach at once, and hold with the utmost tenacity, opinions which the soundest reasoning will amply justify, but which they never got by reasoning.

Oftentimes, this is true of children, in respect to their personal likings and aversions especially. "I like you," says the little one. "Why?" "Oh, because." Could he finish the sentence, he probably could give the most logical reason in the world for liking you. But his liking has not come from logic; it has come from instinct,—perhaps we might say from *insight*. Women, it is often said, will jump at once, by instinct, to conclusions which the slow logician will justify after a laborious process of reasoning. It is to be noticed, however, that there is this distinction between the truths given by instinct and those given by intuition; the latter are the property of all sound minds in common, and reasoning neither confirms them nor throws any light upon them,—they are fundamental. But the truths given by instinct might have been the result of logic, only the logical process was omitted,—the child's foolish "because" stands for it.

We have thus recognized five ways in which we know,—five sources of knowledge. And these five, I understand, are *all*. I think all sound philosophers will agree with me in this assertion; in fact, they might not be willing to grant so many. And I am not sure whether, in the last analysis, some of these that I have recognized as distinct may not be essentially identical; for instance, testimony is but a kind of second-hand observation. The five sources of knowledge, we see, are intuition, or consciousness; perception, or observation, or experiment; testimony, or the authority of others; reasoning; and instinct.

In another paper I will say a few words further, about each of them.—*N. E. Journal of Education.*

FROGS AND TOADS.

BY JULIA E. KENNEDY.

[A Primary school exercise with children from seven to eight years of age. The children, at a previous lesson, had seen and named frogs and toads—nothing more.]

Teacher—"How can we tell a frog from a toad?"

Fannie—"A frog has warts."

Fleta—"No, a toad has warts."

Ada—"Yes, a toad has warts."

Teacher—"Yes."

Ada—"A toad's legs are not as long as a frog's."

Willie—"A toad's body is wider than a frog's."

Tommie—"The toad's head is larger than the frog's."

Johnnie—"The toad has a humped back."

Carrie—"I think it has a humped breast, too."

The teacher now wrote on the board and the children copied in note books:

FROGS AND TOADS.

1. Rough.
2. Head larger.
3. Body wider.
4. Legs shorter.
5.

Tommie—(Eager to fill out number five) "The frog's hind legs are webbed and the toad's are not."

A live toad was now placed before the pupil, who quickly corrected his error. Up to this point, the objects compared had been purposely concealed from view. "How his sides go!" "What does he make his throat go up and down so for?" "I should think he'd get tired!" "Where does the air get in?" were the exclamations and questions poured forth in rapid succession. Instead of replying, the teacher put a piece of wet paper over the nostrils of the frog.

Teacher—"Why did the toad poke the paper off?"

Children—"So he can breathe."

Teacher—"Yes, he breathes through his nose.

Tommie—"I wonder if he can eat a fly?"

Teacher—"Yes."

The teacher now put ether on the specimen, then held his hand firmly on the back.

Children—"He's going to sleep."

Teacher—"What is the use of holding my hand over the toad?"

Johnnie—"*It makes it dark so he can go to sleep.*"

After the teacher had put a drop or two of chloroform on the back of the toad, Ada turned his tongue over.

Carrie—"His tongue is fastened at the front edge?"

A child felt of the upper jaw and found no teeth. The teacher now filled out the blank that had been left:

5. Upper jaw no teeth.

REVIEW OF EXPERIMENTS.

Teacher—"What did we do first?"

Fleta—"We put paper on his nostrils."

Teacher—"Second?"

Carrie—"Put ether and chloroform on his back."

Teacher—"Yes, to see how his tongue is fastened."

Mattie—"It is loose on the back."

The children were now told to get glass jars from a shelf, and see what they contained.

Tommie—"Oh, they are tadpoles?"

Teacher—"What is a tadpole?"

Carrie—"A little thing that turns into a frog."

Teacher—"How does he move?"

Children—"Swims with his tail."

Teacher—"Can it walk?"

Willie—"No."

Teacher—"Are these baby toads or baby frogs?"

Ada—"Baby toads."

Fannie—"Baby toads and baby frogs."

Teacher—"Well, that is curious! Suppose Ada gets four little robin eggs, and puts them under a hen. Will there be four little chickens?"

Children—"No! no! robins."

Carrie—(Trying to catch a tadpole) "They are hard to catch."

Joy—"We're fishing!"

Oddie—"They lose their tails."

Teacher—"What becomes of their tails?"

Walter—*They turn into legs and feet.*"

Tommie—"Which legs come out first?"

Teacher—"We'll have to watch for that."

Cary—"If we could raise one, wouldn't that do?"

Teacher—"Yes."

The children at once determined to have an aquarium in the primary department. This resolve they carried into effect, and watched with eagerness for the development of frogs and toads.

Cary—"What do they eat?"

Teacher—"Things in the water, but we must change the water."

Teacher—"What do these come from?"

Cary—"If these are little frogs they come from frogs' eggs; if they are little toads they come from toads' eggs."

The teacher was much amused at the young philosopher, and told the class that black tadpoles are toad tadpoles. He now produced toads' eggs, which a child held before the class, calling them a "chain."

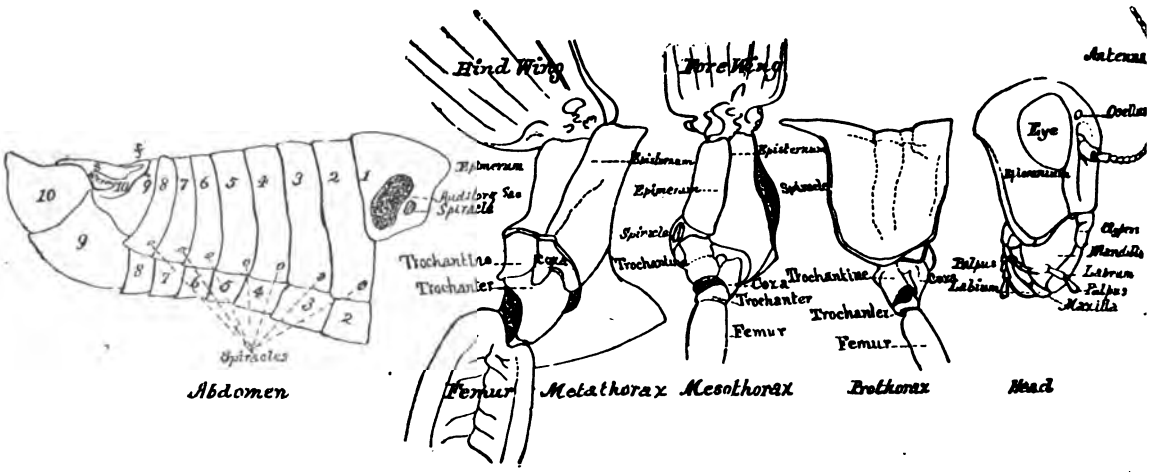
Teacher—"These are the eggs of toads. Next time, we shall want frogs' eggs, frog tadpoles, and frogs. Do you suppose you can find some?"

Children—"Oh, yes! I can! I can!"

For the teacher the lesson hour was over. Not so with the young enthusiasts. With nimble feet, they hastened toward pond and creek. From the university pond came what was, undoubtedly, a boy's yell, "I've found a frog tadpole!" Yet to one listener, at least, it was a glad and inspiring refrain. The lesson had borne fruit.

THE ORDERS OF INSECTS.

BY H. GARMAN.



ORDER ORTHOPTERA, Olivier.

(Gr. *orthos*, straight and *pteron*, wing.)

Char. Mouth fitted for biting and chewing; with two mandibles, two maxillæ with palpi, and a labium with palpi. Wings, four; the anterior pair (tegmina) smaller, leathery, and when at rest sloping down the sides; posterior wings membranous, and when at rest folded up longitudinally like a fan, beneath the anterior pair. Metamorphosis incomplete —pupa active.

Rem. In addition to the mouth-parts named, there is a well-developed labrum, and generally a lingua (hypopharynx), present in orthopterous insects. Compound eyes are present, and generally ocelli also. The antennæ are filiform, or setaceous, as a rule, but are occasionally clubbed or ensiform. They may consist of but a few articles, or may exceed the body in length several times. The prothorax is, in most species, the largest of the three thoracic segments; it may be compressed or depressed. Wings may be wanting altogether, or the posterior wings may be lacking and the anterior pair be present, while in one species the posterior pair is present and the anterior absent. One sex may be apterous and the other alate. Even the relative size of the wings is not invariable,—occasionally the anterior wings are the larger. The wings of the Blattidæ lie nearly flat upon the back.

The family Forficulidæ, commonly included in this order, contains small insects that have the hind wings folded both longitudinally and transversely. In perhaps the majority of Orthoptera, the hind femora are greatly enlarged and contain muscles by the aid of which these insects make long leaps. In the Blattidæ and Phasmidæ the legs are all nearly equal in size, and the members of these families run or walk. The Mantidæ have greatly enlarged prehensile anterior legs. There are but two characters in which the members of the order do not differ among themselves. The mouth-parts in all are eminently masticatory, and the transformations are not complete, these insects feeding actively in all their stages, while their young differ from the adults chiefly in being smaller and in lacking functional wings. The exoskeleton is more or less flexible in all. None are aquatic.

Orthoptera are not, as a rule, brightly colored. Shades of yellow, green, and brown, or combinations of these, are most commonly presented by them. Still there are some with conspicuous black markings, and others are entirely black. The hind wings of many are mostly bright red or yellow. Metallic colors are not seen among them. In fact, in the matter of color everything seems to be subordinate to usefulness for protection. Grasshoppers and crickets, from their comparatively poor powers of locomotion and lack of means of offence, are helpless before their enemies, the birds; and the plainness of their colors and the likeness of the latter to the

colors of vegetation, or of the ground, doubtless serve them in good stead by rendering them less easily detected. A length of ten inches, with an equal expanse of wing, is attained by members of the group. The majority are of medium size.

As has already been stated, orthopterous insects move by walking, running, leaping, or by flying. The walking sticks and preying mantides walk slowly. The cockroaches run with surprising celerity, and when exposed in their haunts, under bark or logs, find another hiding place with such quickness that they are very difficult of capture. They are not expert fliers, as a rule, but certain species have a power of *sustained* flight, such as is possessed by few other insects. Crickets and cockroaches do not readily take wing, and probably do not often do so voluntarily, except at night. The common grasshoppers and katydids spring into the air when disturbed, fly a short distance, and pitch headlong to the ground or among vegetation again.

The crickets, grasshoppers, and katydids, produce, with legs and wings, some of the most pleasing insect music. The male of the little tree cricket (*Œcanthus niveus*) produces the rythmic rrr–rrr–rrr of summer evenings, by elevating its wings above its back and rubbing certain of their veins together. The cricket's chirp is produced in a similar way, but without raising the wings.

The eggs are deposited by grasshoppers, in masses in the ground. Some katydids attach theirs to twigs. The mantis glues its eggs in great masses to twigs, while the cockroach lays all its eggs at once, enclosed in a leathery case. The cricket deposits its eggs singly in underground crannies or under boards or logs.

The number of species credited to the order is not large, only about 5,000 having been described; but what it lacks in species is more than made up in the excessive abundance of individuals. The cockroaches were among the first insects to appear in geological times.

Nearly all the species are vegetable feeders, the Mantides alone being strictly carnivorous. Many of them are capable of doing serious harm to grain. Among these may be named *Acridium americanum* and *Pezotettix differentialis*, both of which at times riddle the blades of corn. *Orchelimum vulgare* gnaws great holes in the corn ears before the latter have ripened. The tree cricket is constantly injurious to the stock of the small fruit grower, from its habit of puncturing raspberry canes and depositing its eggs in them. The adult tree cricket is most commonly found upon flowers, and probably does little harm to vegetation. Two grasshoppers, from the destruction they work to farm crops, have made the order notorious. They are, respectively, the locust of the scriptures and the Kansas grasshopper, both insects belonging to the same family.

The bible locust (or rather locusts, for there are two species) are among the largest of the group, having an expanse of wing of about four inches. These insects have a long cylindrical body, and are of a grayish-yellow color with reddish-brown spots. It is of one of these insects that we read: "He hath laid my vine waste and barked my fig tree; the branches thereof are made white." The destruction wrought is not so much due to the size and voracity of the locusts as to the enormous numbers in which they appear. Mohammed makes them say: "We are the army of the great God; we produce ninety-nine eggs; if the hundred were complete we should consume the whole earth and all that is in it." They are indeed a terrible scourge to the poor farmers of the Mediterranean islands, and the authorities there compel the collection and destruction of the eggs as the only practical measure of relief. On the island of Cyprus alone, according to official reports, one thousand, three hundred and twenty-nine and a half tons of locust eggs were destroyed in the spring of 1882, while an expenditure of 32,000 pounds sterling was made by the British government for the year ending June 1, 1882, in attempting to exterminate the pests in this island.

The Kansas grasshopper is a similar but smaller species, whose ravages in our western states and territories are familiar to all. The government experts appointed to investigate the damage wrought by this insect, estimate the loss from its depredations on the corn crop of Iowa, Missouri, Kansas, and Nebraska, in 1874, to have aggregated 211,366,000 bushels,

which at twenty-eight cents per bushel represents, in money value, $40,023,984.

No special directions are needed for the collection of Orthoptera. A butterfly net is useful for catching them on the wing, or may often be thrown over specimens which have alighted on the ground, and which, from their quickness, can not be taken during flight. They may be killed in alcohol, or in the cyanide bottle; but if killed in the former they should be taken from the alcohol as soon as possible, and pinned, else the colors will be lost. The wings of one example of each species should be spread so as to display their colors. The adults of most species are most abundant in late summer. Tettigidea hibernates among leaves, and may be found during winter.

SYNOPSIS OF THE FAMILIES OF ORTHOPTERA.

1 (6) Hind legs enlarged and suited to leaping. Tarsi of three or four articles. Antennæ various (*Saltatoria*).

2 (5) Antennæ long, setiform. Male with anterior wings modified to form a musical instrument. Ovipositor of female exserted, and generally more or less sword-shaped.

3 (4) Tarsi composed of three articles. Abdomen with long, hairy, anal stylets. Ocelli often wanting. Body generally stout. Anterior wings (tegmina) bent abruptly downwards at the sides. Ovipositor cylindrical. Species generally terrestrial and plainly colored. Family *Gryllidæ* (Crickets).

4 (3) Tarsi composed of four articles. Anal stylets short, and not evidently hairy. Ocelli generally compressed and elongated. Anterior wings sloping downwards at the sides. Ovipositor ensiform. Species generally living on plants, and having green or brown colors. Family *Locustidæ* (Katydids).

5 (2) Antennæ short, generally filiform; sometimes ensiform or clubbed. Tarsi of three articles. Anal stylets (cerci) short and inconspicuous. Ocelli present. Body slightly compressed, or cylindrical, elongated. Wings sloping down the sides, the anterior pair in the male not modified for the production of musical sounds. Ovipositor of female of four short, separated pieces. Family *Acrididæ* (Grasshoppers).

6 (1) Hind legs not enlarged. Tarsi of five articles. Antennæ setiform (*Cursoria*).

7 (8) Fore legs enlarged and suited to grasping. Head transverse, wider than the thorax; the latter greatly elongated. . . Family *Mantidæ* (Praying Mantides).

8 (7) Legs all nearly alike in size, and used for locomotion.

9 (10) Head exposed and not especially wider than the thorax. Body greatly elongated. Wingless or winged. Family *Phasmidæ* (Walking Sticks).

10 (9) Head concealed beneath the shield-shaped prothorax. Mouth-parts directed backwards. Body depressed, the wings, when present, lying on the back. . . Family *Blattidæ* (Cockroaches).

THE CLIMATE OF CALIFORNIA.

BY PROF. GRANVILLE F. FOSTER.

PART II.

The climate of San Francisco is unique. Without doubt it is the most uniform to be found in the world. Having the same mean annual temperature as Washington (D. C.), there are only 7° difference between the mean of summer and the mean of winter, while there is a difference of 40° between the mean of summer and mean of winter at Washington. A frost here, even severe enough to nip the tender tropical flowers, is a rarity, and snow is seen only once or twice in a generation; and yet, paradoxical as it seems, the climate of San Francisco is a cold one, and the winter season is more pleasant than the summer. In summer there is a peculiar penetration, pungency, and chilliness to the trade-winds which sweep in through the Golden Gate, out of all proportion to the height of the thermometer, which makes an overcoat in July and August decidedly comfortable, and fires mornings and evenings a necessity. And this chilliness is usually in inverse proportion to the fierceness of the heat in the interior, for the heated interior makes a funnel of the

Golden Gate through which the chill winds and fogs from the ocean rush in often with great fury. On the other hand, in winter these winds cease, and when it does not rain there is a wonderful mildness and balminess to the air which makes midwinter out-door life a pleasure and delight. In summer nothing surprises the visitor from the east so much as this unwonted chilliness of the air; and his surprise is not lessened in the least by seeing tropical plants growing in the gardens, and tropical twining shrubs, which must have been growing for years in the open air, festooning the porches and gateways. This peculiar penetrating effect of the trade winds extends but a few miles inland.

At Sacramento the summers are very hot and the winters but little cooler than at San Francisco. It is well here to remember that when great heat prevails the great dryness of the air in California prevents it from becoming oppressive, since the very rapid and, because of its rapidity, insensible perspiration from the skin keeps the heat of the body within a comfortable limit.

The climate of the coast region south of 35° resembles that of Naples, and in many respects is superior to that of Naples. The air here is peculiarly dry and warm and wonderfully favorable to health. Here, is a region where malaria is unknown, and to which invalids suffering with consumption, bronchitis, and rheumatism may flee out of the snows and sudden changes of the east, to experience, even from the first day of their arrival, the curative and tonic effect of the atmosphere.

There remains but a reference to the elevated regions of the Sierra Nevada and this article will be brought to a close. Here, in consequence of the almost constant sunshine, the days are warm even in mid winter, as high as 6,000 feet above the sea-level, while by the rapid radiation of the accumulated heat of the day, through a dry and thin atmosphere, the nights, even in midsummer, are often very cool, often cold quite to frost. In summer the days in regions even as high up as 8,000 to 10,000 feet are often very warm, and on the high peaks of the Sierra Nevada, at an altitude of 12,000 to 13,000 feet, the heat at midday is great enough to make out-door traveling without winter clothing quite pleasant, though the nights will be correspondingly cold. The writer has found it quite pleasant, even in an afternoon of mid winter, at an elevation of 7,000 feet, to walk in the direct sunshine without an overcoat, though several feet of snow lay unmelted around him. It is these warm sunshiny days, clear cool nights, when the very stars seem to hang like gems upon the brow of the sky, that constitute the peculiar charm of the climate of the Sierras.

Vacaville, Cal., April 15, 1885.

THE NORMAL SCHOOL QUESTION.

BY D. W. REID.

The latest issue of *Intelligence* contains an article under the above title. The editor does not hold himself responsible for the sentiments expressed therein, but states that the writer "has made a strong point," and invites discussion.

We quote as follows: "I venture * * * some arguments in favor of the proposition that the Normal school is an unnecessary and impracticable institution. By the last report of the State Superintendent it appears that about 12 per cent. of the teachers of the State have attended some professional school. * * * Let us look at McLean county itself, where, from its location, the State Normal should be of the greatest value; and, out of 434 teachers employed, but 132—about 30 per cent.—come from the Normal. * * * In the contiguous counties * * * we find in Tazewell 18 per cent. of the teachers from the Normal; in DeWitt county, 12 per cent; in Ford county, 10 per cent; in Livingston, less than 7 per cent; and in all these five counties but 20 teachers are graduates of the Normal."

Granted that the figures are correct; what do they indicate? It is supposed that the writer made use of the figures best adapted to his purpose. Let us use the same.

"In all these five counties but 20 graduates." Does the writer expect graduates of a state institution to stand at the door of their *alma mater*, like immigrants in Castle Garden, and hire to the first school board that comes along, at whatever price? Would it be credit-

able to a State Normal school to have "all these five counties" overrun with its graduates teaching their country and village schools at from $25 to $50 a month? How many cities and villages are there in these counties affording positions really creditable to Normal graduates? According to the Illinois School Directory for last year there are but 17 which employ as many as 6 teachers, and in 7 of these, or over 40 per cent. of them, the principal or superintendent is a Normal graduate. Would the writer of the article in question estimate the success of a military academy by the number of soldiers that it adds to the rank and file of the army, or by the number and efficiency of the officers it supplies? In a larger sense even than is indicated by these figures, the State Normal school is a leader in the educational interests, not only of these counties, but of the entire state.

This is the situation: The State Normal University is located in the midst of the above named territory. The Wesleyan University is within sight, and the University of Illinois in an adjoining county. Many of the graduates of both these Universities teach school. There is nothing to prevent teachers from other good schools and colleges all over the State, to say nothing of those in other states, from competing with Normal graduates within the limits of these five counties. If these counties have a larger proportion of Normal school leaders in the educational field than others, it is simply because the work of the Normal school is better known, and hence better appreciated. Yet, place the Normal school against them all, universities, colleges, and even the innumerable High Schools, from which our friend hopes for so much, and, upon the open field of free trade in school teachers, we find that the State Normal school supplies over 40 per cent. of the leading teachers in a territory selected by an opponent to the school as a basis for his argument.

A word about the High Schools. The writer says: "They now furnish nearly 27 per cent. of the teachers of the State. * * * If the money that is now spent upon the Normal Schools of Illinois was distributed through the State it would support a special teacher of pedagogy in one High School of each county." This is just what the State is trying to do by the only plan practicable. It is sending out "teachers of pedagogy" among the teachers over the State, alive with the enthusiasm enkindled by three or four years spent in an atmosphere of pedagogical associations.

Who are the teachers of the High School graduates who form so large a part numerically of our teachers. Turning again to our School Directory, we find that of the 103 cities and villages in Illinois, north of Vandalia, exclusive of Cook county, employing as many as ten teachers, that is, large enough to support a good High School, 24, or more than 23 per cent. of the principals or superintendents are Normal students, nearly all of them graduates.

That is, one State Normal school in competition with all other schools combined in this and adjoining states, for the best positions in the public schools of the State, fills 23 per cent. of these places, to say nothing of the vast number of teachers all over the State who have spent one or two years at the Normal school and have gone out carrying with them its enthusiasm and its methods, or who, having graduated, have not yet risen to the more prominent positions, but are working their way upward.

"Figures won't lie," but they sometimes need a little explanation.

NATIONAL EDUCATIONAL ASSOCIATION.

BY WM. T. HARRIS.

I have regarded the meetings of the National Educational Association as precious opportunities for meeting prominent persons engaged in the work of education. Interesting questions have been discussed at every session; but I have never thought that the specially professional papers and discussions, though most numerous, were most profitable. Papers stimulating to broader views, or deeper culture, or greater enthusiasm, have seemed to be of greater service. To me the sight of large numbers of representative teachers and superintendents has proved the attractive feature of the annual meeting—I should say, the sight and the friendly greeting, the opportunity for comparison of views on matters of practical and speculative interest.

PROFESSIONAL READING.

Paper read before the Ogle County Teachers' Association, Forreston, Illinois, May, 1885, by

H. C. FORBES, POLO, ILLINOIS.

Teachers are growing into the habit of considering themselves a profession. In one sense the claim may be conceded. That is to say, with more or less of stability, we follow a particular calling. This fact alone, however, does not very definitely distinguish us as professional. In fact, the blacksmiths, the draymen, and the washerwomen follow their avocations with a steadier persistency than we. I cast no contempt on them or their callings; they are very likely to possess the supreme merit of understanding what they attempt. But a profession ought to be something more than a mere occupation. To profess is to publicly avow or teach, in any department of knowledge. Hence, the foundation of the function is knowledge,—special knowledge of the thing to be taught, whether it has to do with morals, with laws, with philosophies, or with the arts and businesses of life. This has been everywhere recognized by the legal requirement of examination as a condition of admission to the privilege of teaching. The law charges an officer with finding out what a candidate knows which fits him for the business on which he would enter.

Now, conceding some things for the sake of brevity, which might well enough be held in dispute, let us proceed to certain inquiries. First, if we teachers constitute a profession, how did we attain to that condition?

If one wishes to enter upon any other calling, he prepares for it by a serious and apposite course of instruction. Even in the various kinds of manual labor one must have become skilled in theory and expert in practice. He must know the end to be proposed and the means to reach it. The machinist is no more born than is the machine. A woman must have been well taught and must have well learned a thousand and one contributory things before she can make her own dress.

If one would become a lawyer he studies law,—general treatises for its broad principles, and special ones for the local and special applications of them. He passes certain required tests, and is admitted to practice in the Courts. But subsequently to all this comes the real test of professional fitness. If he rests on his attainments, shuts his books, and gives himself to pleasure or profit merely, he foredooms himself to that failure which he deserves. If he would *be*, he must *grow* not only into all the present, but all the past of his profession, and so find himself fitted for future developments.

Would a man be a clergyman? It is not enough that he cherish a general desire to do his fellows good by instructing them in morals and religion. He who would teach the conduct of life must first conquer all the lore of life. He must come through long ways of laborious preparation. He must have read as deeply in that great book, the heart of man, as in that other volume, the word of God. He must be deep in whatever may be well known or wisely dreamed of all worlds before his words shall have the weight of mastery. And when that mastery shall have been gotten, it can be kept only by constant gains.

The doctor who would attain to professional standing must walk thither through ways that many have not the hardihood to attempt. He must master the polyglot pages of medical science, brave the horrors of the anatomist's table, and learn to do battle with the hateful forces of disease through hardy and persistent labor.

Now, let either of these men, whom we recognize as professional, enter a new community, and what does he do? In the first place, he comes under the warrant of learned legal custodians of his profession, who furnish him a certain extrinsic evidence of fitness for his work. In the second place, he establishes himself openly and prominently as a student of his profession. Did you ever know a clergyman worth the name without a study with its collection of professional books, a place duly set apart for learning and thinking, a place to which he takes his doubts for solution, and his themes for elaboration?

Did you ever know of a lawyer or a doctor who did not arrange, without the slightest apparent intention of concealing, the volumes of his professional library? On his table lies the current literature of his calling, in which every novelty in doctrine or in practice is duly discussed. And each one of these men is esteemed in a community, *caeteris paribus*, according to his reputation for studious habits. "He is a well-read man," "a close reader," "a great student," "a professional scholar,"—how familiar these commendatory phrases. Whisper of either of these men "he is too lazy to keep abreast of his profession," "he never reads," and you have made an assault the most dangerous possible on his professional life. If we, then, as teachers are a professional body, is it not fitting for us to inquire how we arrived at that advantage? How did we obtain that special knowledge which separates us from the other professions, or even from the mass of mankind?

In the first place, we are unable to refer ourselves in large numbers to those Special Schools where they undertake to fashion teachers. We all know the slender per cent. of our teachers who have availed themselves of normal school facilities. The fact is, we have most of us become teachers by teaching, having made little or no definitely planned preparation to that end. Some of us are graduates of colleges; far more of high schools, and perhaps more than these of district schools. Our preparation was originally mostly of a literary character, until we began actually to teach. I do not wish for a moment to depreciate this process of learning. It is, in the *end*, the only method of learning how to teach, as it is the only test of having learned that art. "Learn to do by doing," is the maxim on which a very important segment of our art firmly stands; but he who, through shutting himself up into this one method, excludes the recorded experience of others, is like a man who would refuse to look at the heavens through a telescope because he was not, himself, the inventor of that serviceable instrument; or like one who would refuse a message because Morse got ahead of him in devising the telegraph. Experience is, indeed, the basis of knowledge, but it is our own plus the experience of others. "Know by doing" is a great doctrine, but it is only one of two great doctrines. The other is, Know by what others have done.

But secondly, assuming to ourselves what we please as to our present professional standing, the question arises; How shall we retain a competency once gained?

Theologians tell us that the man who is no longer growing in grace is already backsliding. There is so much of common sense in the doctrine, that I shall not attempt to controvert it. Certain it is that all vital force tends strongly to growth. The growth may be of the entire being, or it may be only corpuscular. But the life which acts, wastes; and, without nutrition and assimilation, the waste tends straight to emptiness and death. This law holds good of every living thing, in the moral, rational, spiritual, as well as the vegetative functions. Would any creature *be*, it must be by eating, assimilating, wasting. It is true,—even of the teacher! I care not how finished or how furnished the teacher, if he stops feeding he famishes. He can no more refuse to comply with the law of all life than can any other living organism.

It has been said that one-third of human life is for growth in excess of use; one-third for growth equal to use, ond one-third for use in excess of growth,—that is, death.

One can but fancy some of our teachers recasting the statement in this wise: One third of life for growth, two-thirds for use without growth, and death an instantaneous event of old age. All this would apply to teaching if the art were itself a stationary one. But how is this? No doubt the true principles of teaching remain as constant as the constitution of the human mind; no doubt some teachers have that special aptitude for some phases of their art which enables them to do good work in certain lines without knowing how or why. They succeed by instinct. But we all know the art of teaching, as formulated by its typical thinkers, is progressive.

Not only does the field of knowledge enlarge and subdivide, becoming both broader and more complex year by year, but the presentation of the principles and methods of teaching becomes more and more explicit, more and more emphatic; psychological insights deepen and clarify; mistaken motives come to the surface, and are skimmed off. He who looks into the kaleidoscope of experience sees ever new patterns formed from the old material. The old is ever becoming new, not only by reason of restatement, but by reason of new applications to new ends. Education is being more and more recognized as the art of calling forth the whole man, and putting him into the most advantageous relations to a life growing constantly more intricate. "An old fogy in education," some one has said, "is only a man a generation behind his time;" and the generations move in a livelier march than of old. One who would never be caught in the laggard's path must be aroused, earnest, wide-eyed, attentive to the things that pertain to his calling.

And what pertains to the teacher's calling? I answer, everything! Emerson thought as a teacher when he said, "Everything interests me which pertains to mankind." Ours is sometimes said to be a narrowing profession. They say of the teacher "He gets into a rut," "He is a man of three ideas," "He is cut off by his calling from contact with men." There is a tendency to all these limitations. But it is "the letter which killeth and the spirit which maketh alive." The atmosphere of school-room duty, followed with narrow attention to routine only, will dessicate a juicy soul in about the time it takes to season a hemlock board: but let such an one determine to live in and be part of all the worlds on which he touches; let him share in the freshness of child life; in the fullness of citizenship; in the privilege of world's work wherever he can find it; let him know the past through history; the present through the news and current literature; let him know humanity through the fair philosophies; let him know all science through study; let him know life through loyally living out grand ideas; let him know God through loving his brother, and his roots will strike into so many sweet soils that "he shall be like a tree planted by the rivers of water, which bringeth forth his fruit in his season; his leaf also shall not wither."

Now, if up to this point I have made any impression on your minds, you are ready to say with me, "Yes, we, as teachers, ought to read." The results of reading are indispensable, either to reaching or retaining professional breadth and fullness. But the questions yet remain; 'What? When? How?'

Bacon says, "Reading maketh a full man." But Bacon lived a long time ago. In his day a book was a book—something to be gotten with a price, read as a delight, and remembered as a duty. However it may have been in Bacon's day, there is now a reading which maketh an empty man. I doubt if there is anything more wasteful of mental power than the habit of superficial reading, without any expectation of retaining matter, which, while it had indeed better be forgotten, had still better never been perused. Now, the benefit of reading is to be gauged exactly by the degree and excellence of the growth it promotes. Reading to while away the time, to tickle the imagination, to learn the trivialities of the passing hour,—this is not reading. Reading, to be worthy of the name, must be planned with wise reference to the end to be gained. No reader, and especially no teacher, has time to waste on insignificant matter, nor even on the best of matter, without a well-conceived plan, by which his work shall be given a logical order and a culminating value.

One of the weightiest services possible to an awakened mind would be the perfect planning of its reading, if that were an attainable thing. The man who *competently* says to me, "Here is a good book, exactly suited to your need, read it," is not only my teacher,—he is my friend. If he can further tell me how to read it so that I shall hold its truth among my inward treasure, he is indeed my benefactor. Here let me advance that to which this paper has constant reference. At the winter meeting of the State Teachers' Association, a plan was devised by which it was hoped not only to stir up the teachers of the State to do a greatly needed work in self-help and mutual help, but to give logical relation of its successive steps to each other, and to beget a unity of work which should profitably supplement that now required by law as the basis of certification. The central committee of organization has distributed preliminary plans both of study and work, leaving much in the latter respect to the discretion of the local circles which enter into their designs. What to read it distinctly recommends; how to organize, it sufficiently suggests;

how to read, it intimates by the fact that it proposes in due time to make examinations; when to accomplish the work is left to local convenience within the limits of examination requirements. The details, except as to the course of reading, are to be thought out by the local circles.

Now, fellow-teachers, I submit it to you. Here is an enterprise of pith and moment with which many reasons urge you to concern yourselves. I shall not again urge upon your attention these considerations, but take it for granted that you concede their importance and urgency for the sake of the profession which you may bring to honor or degeneracy.

For a moment I turn to the question, "Can teachers be generally induced to enter upon this business?" The answer to this question is probably two-fold and this: Those teachers who have the spirit of their profession, who intend to grow in fitness for their work, and to rise to higher positions of responsibility and reward, will, so far as circumstances will permit, enter into the work, and this not alone from self-pertaining motives, but out of that *esprit du corps* which will lead them gladly to make all necessary sacrifices for the good of others in the common endeavor; because they see in it a promise of mental help and a prophecy of added power to teachers, and so of greater good to the schools. These men and women will take the needful trouble to organize themselves into reading circles. They will set before themselves a worthy aim and will loyally work up to it. But there is, I fear, another class; people who are "keeping school,"—who would, perhaps, like to continue to keep school for a term or two, or a year or two, as the case may be, provided they can continue to get poor certificates and good wages,—people who would rather not do much harm, but who do not expect to do much good, and who, on the whole, will be content to do their business in the easiest way, and who will eventually go out of the business without self-approval and without regret, whenever they see their way to more lucrative engagements. The only question is as to the relative magnitude of these two classes. I do not forget that to the ordinary teacher of to-day there is appointed great labor, great responsibility, small pay, and smaller security.

I do not forget that with far the greater number of our teachers there is a constant and potent tendency to incur a radical and disqualifying change. I mean, of course, our lady teachers, and of this I would not complain. But I also remember that there is a constantly broadening field of noble work, of higher work, ever inviting the growing teacher, woman as well as man,—woman, indeed, more particularly than man,—to come up and occupy. I do not forget that the strong hands of teachers may touch the reins of real power; that the zeal, the love, the ambition of good, high hearts may be satisfied to a worthy degree in the teachers' calling, and it does seem to me that we ought by every means in our power to win to the better aim, the higher walk, those who stand in the limbo between these two classes. Now, then, a practical question, and an attempt at a practical answer. Conceding that we have the two classes above indicated, is it possible that the line of distinction shall be so drawn between them as to give it popular recognition? Let us see. Who can do it, and how? Not the school director, who, as a rule, knows but little of the professional tendencies of the teacher whom he engages. Not the school superintendents and principals, whose influence is direct, only as to a small percentage of the teachers of a given district. I believe the men who can give currency to the distinction under discussion are the county superintendents. I am happy to know that our own worthy superintendent has shown his inclination to act in this direction. If it be the case that certificates are to be granted on passing a certain specified series of subjects, is it not practicable for a superintendent to make renewals a basis for demanding fresh work which shall involve at least intellectual and pedagogic growth? Why reëxamine teachers on the same old ground, the ground on which they are presumed to teach more or less during every term of school? How admirable the policy of inviting the teacher to do something other and new,—something which shall rouse his powers, kindle his thought, and stretch his mind upon fresh themes.

Life is growth; growth is life! Why not *demand* growth as the sign and proof of life? If a teacher cannot or will not give the signs of life, why not bury him? Why continue to certify a dead man because he has some legends pricked into his intellectual cuticle, with indelible ink? Why, ladies and gentlemen, if I were a county superintendent of schools I think I should grow truculent, and when a young man, or an old one for that matter, appeared before me from year to year with the same old bundle of straw in his arms as a specimen of what he intended to dole out to the children, I should—warn him once, and the next time I should kill him. I think you will pardon me saying by way of pleonasm, I should kill him dead. If I could do this in no other way I would do it on the ground of defective moral character. And should a lady teacher bring me her specimen salad, wholly made up of last year's leaves, no matter how nicely they were pressed, or how well their colors were preserved, I would—but draw the veil.

The people may not be prepared to discriminate wisely between teachers. Oftentimes they are not; but they will not employ, for they cannot, those against whom the official axe has descended. Now I do not forget that the audience before me, the audience which comes out to the meetings of the Teachers' Association, and who will be found a little later at the teachers' institute, are not the ones to be pinched by this kind of doctrine. Would the other kind were here. I should like to try to persuade them that they ought to set their faces Zionward, and come up on higher ground. For, after all, apprehension is but a lean and ignoble motive. The man who is content to exist under any form of compulsion has not come up to the full level of professional life. The legal and obligatory phase of our relation to our calling is far less cogent than the moral one. The former may bind us to our duty with a chain of iron; the latter unites us to it with links of gold. The unquenchable love of knowing, the benevolent pleasure of doing, the high delight of being, these are the things that invite us to live and labor, to read and write, to hope and pray, to love each other and to win victories.

To educate the wise man, the State exists; and with the appearance of the wise man the State expires. The wise man is the State.—*Emerson.*

ILLINOIS SCHOOL JOURNAL

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JOHN W. COOK AND R. R. REEDER,
EDITORS and PROPRIETORS.

NORMAL, ILL., JULY, 1885.

Entered as second-class matter in the postoffice in Normal, Ill., for transmission through the mails.

The Legislature wisely withdrew the handicapping "Industrial" from the university at Champaign. Henceforth it will be known as The University of Illinois.

Mrs. Haynie is justly annoyed that in her article last month the printer should make her say "there are several *way*," and "has *began*." Please mark the corrections in your JOURNALS.

The legislature has at last adjourned. In the "clean up" what do we find?

1. Ample appropriations for the support of all state educational institutions.

2. An appropriation for the rebuilding of the Southern Normal, $152,000 having been voted for that purpose.

3. The passage of the superintendents' bill.

There are other good things, but these are enough to show that the people believe in schools, and also that we are blessed with a State Department of Education that ~~has that sort of potentiality about it that~~ brings things to pass.

The Superintendents' bill passed so recently that we have not space to print it in full. It amends sections 13, 20, and 71 of the school law. It provides:

1. The County Superintendent shall visit each school in his county at least once in each year, spending at least half of his time in visiting ungraded schools.

2. The power of county boards to limit the time of superintendents is confined to counties having not more than one hundred schools, and in such counties there is the further proviso that he shall have at least 150 days where there are not more than 50 schools, not less than 200 days where there are from 51 to 75 schools, and 250 days where there are from 76 to 100.

2. The County Superintendent may, with the approval of the county board, employ such assistant or assistants as he needs for the full discharge of his duties.

3. Superintendents are allowed one dollar a day for expenses for the number of days actually spent in visitation.

4. The county board shall supply a suitable office and proper supplies, as is done in the case of other county officers.

Now, good friends, we have asked and it has been given. True, we did not get all that we asked. The "assistant" feature of the bill was modified, but it was done by the advice of such sterling friends of education as Kimbrough, of Vermilion, Graham, of Macon, and some others, who feared for the fate of the bill if it were not so modified.

The Normal school, at Normal, had a hard fight over a "rider" that was put on to its appropriation bill, but the "rider" was finally dismounted by a handsome majority. This matter will receive a careful explanation in an early number of THE JOURNAL.

All friends of education will rejoice with the Carbondale brethren. Their beautiful building will be restored, and the school will continue to be a blessing to that section of the State.

Mr. Raab has covered himself with glory. The Institute Law last session and the Superintendents' bill this session! What next Mr. Superintendent?

The institute period is again at hand, and the faithful ones are gathering at different centers throughout the State for a general awakening and refreshing. "Revive us again" is the sentiment of the new song.

The Institute has become headquarters for the presentation and discussion of educational questions, methods of instruction, for lectures, and for the distribution of school journals, books, and professional literature. This general revival is in a great measure due to the successful operation of the new institute law. The practical experiment last year under this law was the dawning of a new era in the history of education in Illinois. The new depart-

ure in the line of institute work may be credited to the influence of the Syllabus used last year. Hitherto, academic instruction and cramming for a certificate occupied the time that was spent last year in studying the *how to teach.*

Beyond all question there has been much better teaching done during the past year than in any previous year. The teachers who attended institutes last summer will have much to say of their experience in attempting new kinds and new methods of work. The discussions will be more in the concrete and thus more animated and more profitable. The second year's work in the Syllabus will not seem so dull and empty to the average teacher, he will understand better how to "breathe the breath of life" into it, and fewer instructors will run ahead of the work as laid down.

We trust that among the features to be emphasized this year will be the importance and need of strong and efficient organizations both local and central. The organized effort of devoted teachers is one great need of our educational interests. We have seen stated as one of the causes of the War for Independence the fact that the Colonists had held town meetings. In these they had not only learned the principles of self-government, but they had nurtured a spirit of *unity* in matters of a common cause. It was this unity of purpose that one of the signers of The Declaration appealed to when he said, "Now, gentlemen, we must all hang together;" which was responded to with "Yes, for if we don't we'll *hang* separately," by a fellow patriot. Let us unite and work in harmony on all the essential matters which pertain to the building up and strengthening of our public school system.

Again, we believe that an especial emphasis should be placed on Reading in our institute work. Not text-book reading only, but general reading. Let there be a reading table in every institute. Put three or four of the leading daily papers upon it. If the instructors do not care to bear this expense, "take up a collection." Besides these, take from the school library or your own private library some of the best books. Add to these several of the books belonging to the course of the Teachers' Reading Circle. Don't fail to interest the teachers in this work. Give five or ten minutes each day in general exercise to a review of the newspaper.

We believe if this plan were carried out much of the time spent in aimless and worthless conversation would be improved in good reading. The taste thus formed and the inspiration thus felt will be far reaching, and worth much more than the information gained. Such work will broaden the sphere of school study and drown the monotony of text-book routine. Teachers will rise above foolish quibbles now so often dwelt upon; arithmetical riddles will lose their charm, and the discussion of foolish questions will cease. In one of our institutes last year we saw fifty teachers spend fifteen minutes discussing the question, "Is there such a thing as a *grammatical* error?" It was left undecided.

Through the influence of this general reading, conversation will be turned toward passing events,—state and national affairs, men, places, books, history, etc. Each soul will be rekindled by the torch of intelligence.

The Summer Institutes should afford to the thoughtful observer an opportunity of determining whether there is an educational current, and, if so, something of its rate. One of the surest methods of ascertaining whether we are in motion in the right direction, is the study of the *spirit* of the assembled teachers. If there is an evident eagerness to discuss and master educational principles, a hospitable reception of new ideas and methods, an exhibition of the humility and honesty of the truth seeker, we may safely assume that all is well with us, and that a few years will demonstrate it to the general public.

If, on the other hand, everything that looks like an innovation is received with stolid indifference, or is openly antagonized by that tiresome excuse that "it may be a good thing, but it can't be used in country schools," it must be concluded that what has been considered the flow of a river is only a feeble eddy in a pond.

It is time to look for unmistakable signs of life, of progress. During the twelve months that have passed, meetings by the hundred have been held in the various counties of this

State. Earnest souls have been laboriously struggling against the dreadful inertia of conservatism. It cannot be possible that all this expenditure of energy has been for nothing. There must be some tangible results to cheer the hearts of the true hearted apostles of progress.

Not less than six or seven thousand teachers will be enrolled in the July and August meetings. What immense possibilities are suggested by this fact! Every convention should be instinct with the intensest life. The cause of popular education should receive an impulse that will tell for good upon the future of our commonwealth.

BOOK TABLE.

TALKS WITH MY BOYS. By William A. Mowry. New England Publishing Co., Boston.

This is another new book of the "Teachers' Handy Library," published by the above company. The writer is ripe in his experience with boys, and knows how to present truth in an attractive, yet impressive manner.

In this little book are twenty-seven talks on a wide range of subjects, just such as may grow out of the practical necessities of the school room. To teach a moral lesson to boys is a work of high art, and few teachers ever attain it. The purpose of this book is to aid teachers in that kind of work. To this end the writer's style is very suggestive. The book has a high moral and religious tone. It is a book for the school room reading table, as well as for the teacher's private library, and will be read in either place.

LECTURES ON EDUCATION. By Joseph Payne. C. W. Bardeen, Syracuse, N. Y.

Several editions of these lectures have been printed, but this seems to be the most successful attempt to put them into shape for convenient use.

The introduction, by Rev. R. H. Quick, and a brief sketch of his life, from *The Educational Times*, open the volume.

The lectures are ten in number. Their excellence is so generally conceded that a review of them is unnecessary.

The publisher has printed a carefully prepared analysis of each lecture immediately after it. This affords an excellent outline for review.

The price in cloth is $1; in paper, 50 cents.

ELEMENTS OF NATURAL PHILOSOPHY. By Eleroy M. Avery, Ph. D. Sheldon & Co., New York and Chicago.

This well-known text-book has been carefully revised, the chapters on Electricity having been rewritten in full. After the class room test which the writer has given it he is prepared to pronounce it an admirable text for high school, academies, or normal schools. Students who are pursuing their work alone will find it well suited to their purposes.

THE VOCALIST. By James E. Ryan. A. S. Barnes & Co., Chicago and New York.

This is a book of something more than 200 pages, with a brief discussion of the elements of music.

It contains a large number of songs, suitable for use in grammar and high schools especially.

The music is of high order, and there is a pleasing variety in quality and arrangement.

THE READING CIRCLE.

EGYPT.

Page 9. In connection with the definition of history, it might be well to call attention to the fact that "history begins in novel and ends in essay."—Macaulay. Hence, the great value of such novels as Ivanhoe, Les Miserables, and Uarda. Every student of Egyptian history should read the one last named, if he is desirous of obtaining a clear knowledge of the customs and manners of the ancient Egyptians.

Page 10. "The Only Historic Race, etc." Who knows when or where history began? If Prof. Guyot's statement is true, that no two great civilizations have ever arisen in the same place, is it not possible, if not probable, that the other races may have originated civilizations which reached as high a state of perfection as ours has, and then died out before the dawn of the *present* historic period?

Page 12. "Aryan Dispersion." It may be instructive to read the tenth chapter of Genesis in this connection.

Page 15. The Geographical Sketch should be learned before the study of the history is entered upon. For without a knowledge of the geography of a country, there can be no thorough appreciation of its history, as the history of every nation is largely influenced, if not entirely determined, by its *contour* and *relief*.

Page 15. The majority of historians believe that the *nomes* were at first independent of each other, each having its own temple and priests. And that as one became more powerful than its neighbors, it swallowed them up, and so became the nation.

Page 16. "The Middle Empire." The Jews are believed to have been in Egypt the last 200 years of the period covered by the Middle Empire.

Shishap, one of the Pharaohs of the "New Empire," invaded Judea about 972 B. C., for the purpose of confirming Jeroboam on his throne; he plundered Jerusalem. II Chron. 12:1—9.

Pages 18 and 19. Time of Psammetichus. Egyptian civilization had now accomplished for man all that it was capable of doing, and so must give place to something better. Hence, the Greek was brought in to gather the ripened seed, and plant it in a new soil where the surroundings would be more favorable to a vigorous growth than they were in the worn-out soil of Egypt.

Page 20. The great veneration in which the priests were held is shown by the fact that Joseph would not buy their land, at the time of the famine, but *gave* them food. Genesis 47:20—22.

Page 25. Pentaur is the hero of "Narda."

Page 31. "Triads of Gods." Why is it the deities of so many systems of religion are represented as con-

sisting of three persons? Name the systems which have triune deities.

Page 33. Selling the wrappings of mummies for paper rags, is now a lucrative business. So that when one puts a piece of paper in his mouth he may be regaling himself on a portion of the bandage that has wrapped up some crocodile, apis, or Pharaoh, for thousands of years.

Page 35. For scenes in Egyptian real life, consult Wilkinson's Ancient Egyptians. The work is heartily commended to all students of Egyptian history.

Page 36. The picture on this page is a truthful representation of what may be witnessed on the banks of the Nile to-day.

I should think it would be well to compare the customs and manners of ancient Egypt with those of modern Egypt.

ALBION, ILLINOIS,
June 13, 1885.

The Illinois Teachers' Reading Circle in Edwards county now contains seventeen members. John Marten, principal of the Albion schools, is treasurer. A number of the teachers belonging to the Circle meet at Albion every two weeks, on Saturday afternoons, to discuss and recite assigned lessons. Every month we have a Teachers' Association. We combine the two on Association day, the afternoon being devoted to the work of the Reading Circle. We believe the Circle, throughout the State, will accomplish much for education. It will open up to teachers a field that many of them would not have traversed had not the organization found an existence.

We have just read the Reading Circle item in your excellent JOURNAL (June number), and like the course marked out. Our Institute commences August 3. Prof. J. Hull has been secured as conductor, and we look forward to a profitable Institute under his able management.

L. HARRIS, Co. Supt.

ILLINOIS NORMAL.

Both Society halls will undergo repairs during vacation.

Miss Ruby Gray, of the class of '85, will teach in Washington.

Miss Emma Werley, of the class of '85, takes first primary at Nunda.

O. J. Milliken, of the class of '84, goes to Chicago Lawn for next year.

Hattie Montgomery, of the class of '84, becomes assistant in the Atlanta high school.

We understand that Messrs Chaplin (of '84) and Smedley (of '83) are retained at El Paso.

Misses Sue and Joice Adams, of the class of '85, will take positions in the DeKalb schools.

Miss Carrie Smith, of the class of '83, will take position as assistant in the high school at Mt. Sterling.

Maggie Grant, of the class of '85, will have charge of third primary in South Dixon school. Ladies Caughey, Fuller, and Gifford, all of the class of '84, are retained in the same school.

A beautiful wedding card announces the approaching nuptials of W. A. Crawford and Miss Elouise Smith, June 30. Both are of the class of '83. THE JOURNAL extends congratulations.

The Normal class of '85 numbers thirty; fourteen ladies and sixteen gentlemen. Mr. Robert Elder, one of the two high school representatives, intends taking the Harvard examination.

The class of '85 have adopted a system of correspondence which *ought* to prove a success, but, remembering the fate of former systems, they will exercise becoming humility until the first year has passed.

Just as we are going to press we are called upon to chronicle the sad news of the death of Prof. Henry B. Norton, a graduate of the class of '62. At the time of his death Prof. Norton was Vice Principal of the San Jose Normal School, and President of the California State Teachers' Association.

On account of sickness in President Hewett's family, the class reception, usually given at his residence, was held in the University campus, Saturday afternoon, June 13. An elegant supper was served in the long portico. Everyone enjoyed the open air exercise, the sunshine, trees, and the rich green carpet.

During the past year there has been in Normal a society called the Anti-Slang Society—known by the name of "The Crow Society of the Universe." Everyone that "caws slang" is fined a penny. The finances were in such an excellent condition by June 20, that a banquet was held to relieve the overburdened treasury. The afternoon was spent on Mr. Augustine's lawn, swinging, playing croquet, and throwing bean bags. The society will be continued next year. A general invitation is extended to all who desire to join the society.

The annual sermon before the seniors was delivered by President Hewett, in Normal Hall, Sunday, June 21. Notwithstanding the continual rain, a large audience assembled. The sermon was a masterpiece of religio scientific logic, closed with an appropriate exhortation and some well chosen words of advice to the class.

The twenty-sixth annual commencement was held June 25. An unusual interest in the school was manifested by the presence of a great number of visitors from all parts of the State. The large hall was filled to overflowing, and every inch of standing room was disputed territory. There were thirty pupils in the graduating class; the usual number, seven, were chosen to represent the class. The essays and orations were exceptionally able, and their rendition strikingly faultless.

Space will not permit us to describe, in detail, the many features that combined to make this one of the most pleasant commencement celebrations in the history of the university.

The president's reception, in the evening, was the crowning social event of commencement week. The elaborate decorations, the superb music by Seibel's band, the different class-reunions of the alumni, the promenading, the making of new and the greeting of old friends, and the refreshments, altogether made the occasion a most charming one.

The Annual Business meeting of the Illinois State Normal University Alumni Association was called to order by John W. Cook, in the Philadelphial Hall, June 24, 3 o'clock p. m.

In the absence of the president, Capt. J. H. Burnham, Dr. George W. Mason was chosen president *pro tem.*

The minutes of the last annual meeting were read by the secretary. J. Dickey Templeton gave the treasurer's report, which was accepted.

After some discussion the motion was carried that it is the sense of the Association that the evening should not be changed, as it would be the abandonment of the organization.

The motion was carried that the secretary prepare a suitable report of the business and public meetings, which report be published and sent to the Alumni.

The following were appointed a committee to nominate officers for the coming year: Class of '64, Mr. Marsh; '65, Mr. Capen; '68, Mrs. S. G. Hurwood; '69, Dr. G. W. Mason; '70, W. Duff Haynie; '71, Mr. Yoder;

'72, Flora Pennell; '73, E J. James; '75, Frank Gove; '77, Mary Anderson; '79, S. Annette Bowman; '80, James Adams; '81, Anna Knight; '82, Lida Kelly; '83, Carry Smith; '84, Orris J. Milliken.

After recess the committee reported: Pres., W. Duff Haynie; V. Pres., Mary Anderson; Rec. Sec., Alice C. McCormick; Cor. Sec., John W. Cook; Treas., J. Dickey Templeton.

The report was accepted, and the secretary instructed to cast the ballot for the Association.

A motion was carried that the Association have a banquet two years from now, in honor of the thirtieth anniversary of the school.

At roll-call there were present of the class of '60, Mr. Enoch A. Gastman; '61, P. R. Walker; '64, E. A. Marsh; '65, John W. Cook, Charles Capen; '68, Mrs. S. G. Hurwood, Henry McCormick; '69. Dr. George W. Mason, Ben C. Allensworth; '70, W. Duff Haynie; '71, John P. Yoder, Julia Kennedy; '72, Alpha Stuart, Mattie Knight, Flora Pennell; '73, Edmund J. James, J. Dickey Templeton; '75, Florence Ohr, Frank W. Gove; '77, Mary Anderson; '79, Daisy Hubbard Carlock, Amanda Crawford, S. Annette Bowman, Jennie Wood, Oscar McMurray; '80. James W. Adams, Alice C. McCormick; '81, Anna Knight, Mary Gaston Tear, John Tear; '82, Lillian Pillsbury, Mattie Powell, Lida Kelley, Murray M. Morrison; '83, Mary Hubbard, Carrie Smith, Dollie McGowan, Isaac Hammers, Cornelius Perry, Rudolph R. Ceeder, David W. Ried, Frank Thorpe; '84, Kate Lunger, Clara Ela, Mary Hall, Emma Biggs, Ella Caughey, Clara Whitcomb, Murray M. Morrison, Monroe Utz, Orris J. Milliken, James Wood.

The business meeting was then adjourned.

DR GEO. W. MASON, Pres. *pro tem.*
ALICE C. MCCORMICK, Sec.

The public meeting was held in the Normal Hall, on the evening of June 24, Dr. George W. Mason presiding.

Miss May Anderson, of the class of '77, read an instructive and entertaining paper on "The Pleasures of a Teacher's Life." At the close of this exercise Supt. B. C. Allensworth, of the class of '69, gave a stirring address. Subject, "The Courage of One's Convictions." When he had finished Prof. E. J. James, of Pennsylvania University, was called on to speak to the audience. He followed out the line of thought suggested by Prof. Allensworth's address, and in this connection he said there was a rumor afloat, which, if it be true, was the hardest blow yet given to this Institution, either by friend or foe. He referred to the action of the Board of Education in adopting a resolution that hereafter the positions of the teachers in the school are not to be considered permanent, but that the teachers are to be relieved each year. A member of the Board rose and said the rumor was the truth.

In a few rousing words Prof. James then made a motion that in the sense of the Alumni of the Normal University, the Institution had received a most serious injury by this act of the Board, and that the Board be requested to recind their action. Prof. J. N. Wilkinson, of the Kansas State Normal School, heartily seconded this motion, which was carried unanimously.

PERSONAL.

G. F. Miner goes to Edwardsville.

W. C. Barnhart remains at Mt. Vernon.

David Chaplin remains in ElPaso next year.

John P. Yoder remains at Bushnell next year.

Father Roots has been inspecting the schools of Little Rock.

John L. Hall takes one of the Chicago suburban schools.

A. D. Sizer, of Mahomet, died quite suddenly about the first of June.

Joseph F. Lyon, of Buda, and all of his assistants were recently reëlected.

J. W. Heninger receives an increased salary next year in the Bloomington high school.

N. A. Harvey, of Pittsfield, has accepted the principalship of the Carrollton high school.

Miss Rebecca May, for several years principal of the Pekin high school, has declined a reappointment.

C. F. Hobert, a former student of the Normal, is elected principal of the Neoga school for next year.

Miss M. E. Woods will be retained in the Farmer City schools at an advance of $10 per month. Work will tell.

J. K. Rassweiler, county superintendent of DuPage county, has resigned on account of ill health. Mr. H. A. Fischer, who was his predecessor, has been appointed. Mr. Rassweiler was a very efficient man.

Frank Matthews, superintendent of the Pekin schools, retires and is succeeded by O. C. Scudder, of Dixon. Mr. E. C. Webster, from North Dixon, crosses the river and steps into Mr. Scudder's shoes. E. C. Smith, formerly superintendent at Dixon, follows Mr. Webster.

Joseph Carter, of Peru, after eleven years of service, retires from the profession to his farms near Rankin, Ford county.

Mr. Carter has been a vigorous and progressive school master, trying many things and holding to the best. Dr. Philbrick, in his recent publication issued by the Bureau, credits him with the earliest movement toward systematic manual training in connection with public school work.

He is to be succeeded by R. L. Barton, formerly superintendent of the Galena schools.

J. Ormond Wilson, the retiring superintendent of the D. C. schools, is the recipient of a letter from former trustees, in which they convey to him their appreciation of the remarkable results which he has achieved in the schools of Washington City. The name of Gen. C. E Hovey appears in the list. Anyone who has seen Gen. Hovey's "Triumvirs of Four-and-a-Half Street," and who knows the history of the memorable struggle in which this remarkable philippic appeared, will conclude that Mr. Wilson had no more efficient backer than our old Illinois schoolmaster.

W. B. Powell, for many years superintendent of the Aurora schools, has been called up higher. He succeeds J. Ormand Wilson in the superintendency of the schools of the District of Columbia. The people of Aurora are lamenting his departure, but they ought to congratulate themselves upon the fact that they were able to retain him so many years. In a city of less than fifteen thousand people, a system of schools has been established that is not surpassed in the west, if anywhere. It is chiefly the product of the patient labor, the untiring enthusiasm, and the rare intelligence of the retiring superintendent. In no other city, so far as we know, has there been so persistent an effort to unify the various lines of instruction. It is hoped that there may be a way of getting into permanent form a record of the salient features of the system, so far as they may be made a matter of record, before they shall lose the shape which their author has given them.

Mr. Powell's removal is a loss to the State, and will be keenly felt by his fellow members of the State Association. That he will acquit himself with distinction in his new position we have no shadow of doubt. The hearty good will of his Illinois friends goes with him and his family.

Charles I. Parker, of the Oakland (Chicago) schools, is succeeded by Matthew Andrews, of Galesburg. There is a strong Parker party in Oakland, and there have been many protests against his retirement. It is conceded that he has given them admirable schools, but it is claimed by his opponents that the administration ha

is not as it ought to be. If graduation means anything been too expensive. The salary is cut from $3,000 to $2,000.

Mr. Andrews is widely known as a successful school man. He has been at the head of the Galesburg schools for ten years or more, and his resignation was accepted with extreme regret. He was not an applicant for the position to which he was elected. *Intelligence* remarks editorially that Mr. Andrews has committed a breach of professional etiquette in accepting the position.

Teachers cannot be too considerate in such matters. It is a disgrace to the profession that there has been a shameful "cutting under" in a few cases. Mr. Andrews, however, as we understand, accepted the position with the understanding that he was not in any way injuring Mr. Parker, since his retirement had been decided upon. Mr. Andrews is well qualified to allay the excitement occasioned by the failure to elect Mr. Parker, and it is to be hoped that Mr. P.'s friends will not embarrass the new administration by factious opposition and thus run down their excellent schools.

The following resolutions were adopted by the trustees of Knox College at their last meeting:

WHEREAS, The close of the present year completes the first decade of the services of Hon. Newton Bateman, LL. D., as President of Knox College, and

WHEREAS, A marked improvement in the work and influence of the College has taken place during that period, an improvement very largely due to his personal influence and labor; therefore

Resolved, By the Board of Trustees of Knox College, that some record be made of our appreciation of Dr. Bateman's success in every department of his difficult work. We recognize his success in uniting all the diverse parties interested in the College, and in promoting a spirit of Christian forbearance and good will. We regard with a grateful admiration the personal magnetism that enables him to draw to himself the students placted under his care, and to inspire them to pure living adn lofty thinking. We love him for his nobility of character and gentleness of manner. We rejoice in the literary attainments, the executive skill, and the worthy Christian character that have contributed so much to the high reputation, and good order, financial soundness, and religious health of the institution.

Resolved, That we find in the great prosperity of the College since Dr. Bateman's accession to the Presidency a signal proof of his ability and of the confidence reposed in him by good men. This prosperity is evidenced by the quadrupling of the number of students in the college classes; by a large increase in the endowment fund; by the raising of the standard of admission; by the increase of facilities in the departments of the English language, of elocution, music, and physical training; and in the establishment of military science and tactics; by the enlargements of the collections in botany and other sciences; by the increased willingness of students to continue in their studies until graduation; and by the enhanced respect in which the College is held at home and abroad. In view of Dr. Bateman's great usefulness, as indicated by these facts, our desire and prayer is that he may long be spared to the College and the cause of Christian culture.

STATE NEWS.

T. J. Loar is holding a summer school at Auburn.

The Greenville schools held an exposition May 22 and 23. More than one hundred premiums were awarded.

We have received a large number of commencement programmes from high schools. These occasions call especial attention to the work of the schools, and give them a significance in the eyes of the community that they would not otherwise have.

The Convention of Institute workers, at Centralia, was a small affair. Only fifteen or twenty workers were present. At the close of the Institute Worker's Meeting the following resolutions, introduced by R. B. Anderson, of Perry, were unanimously passed:

Resolved, That the thanks of the teachers of Southern Illinois are tendered to Hon. Henry Raab for holding this meeting so far south.

Resolved, That we have been greatly benefited by the able manner in which *better* methods of teaching have been presented, and our thanks are tendered Dr. Hewitt, Deputy State Superintendent Pillsbury, Profs. Hull, Cook, Gastman, and Gillan for so presenting them.

charge of the primary department at Downer's Grove for nine years.

Prof. H. A. Fischer, of Wheaton, was appointed County Superintendent to fill the vacancy caused by the resignation of Prof. Rassweiler. We are sure that, under the managemtnt of Prof. Fischer, the schools of Du Page County will lose none of the impetus they have received in the last few years.

The County Assembly met the first Saturday in June. Mr. Bloome acted as chairman. Exercises were presented by J. D. Conklin, of Prospect Park; H. I. Harter, of Lombard; Dr. Willard, of Chicago, and Prof. Claflin, of Lombard.

VERMILLION COUNTY.

Twenty-five per cent. of the graduating class in the Danville high school this year is a girl.

A disposition is manifest this year among village Boards to return their principals. Heretofore most of the principals in the country, outside of Danville, have been changed each year. Messrs. Stearns and Ullery have been re-elected at advanced salaries.

The county institute will begin July 27, and continue three weeks. Supt. Carter, of Peru, has been engaged for the fall term; he will be assisted by prominent teachers of the county. The teachers of the county may expect a better institute than they have ever yet had.

During the next week after the close of the institute, an examination for state certificates will be held in Danville, conducted by Supt. Benedict. We hear a great deal said at teachers' associations about "elevating the standard of the teacher's profession." The duty of all engaged in the work is to do what they can to "make teaching a real profession," etc. How many "prominent educators" of Eastern Illinois will prove the sincerity of such exhortation by becoming applicants for the highest diploma in the gift of the state?

WHITESIDE COUNTY.

Second Ward, Sterling, graduated six girls.

The Fulton schools issue papers to 8—yes, these are girls, too.

Prof. Crandell and most of the other teachers are retained. The building is being thoroughly renewed and repainted on the inside, and everything looks prosperous for a "new deal."

Albany came to time this year under the efficient management of Prof. Shirk and graduated six, all girls. This indication of prosperity causes the Professor to look something like the "head of a family."

On an average there is a better grade of teachers at work in our county to-day than ever before, and many good teachers from other counties have their faces set this way. We have a few dead "schul-keepers" yet to be shaken off who are working in the "destricks" whose boards of ignoramuses would cut the throat of every child in the "destrick" if they could thereby save five rusty dollars per month. We want a good teacher in every school.

The Professor has taken the advice of his friends and recently took unto himself a wife. They are traveling through the eastern states and will return to Sterling about the first of September, when he will continue the work so well done the past year. He is one of the leading teachers in our county, is progressive, and takes the place assigned him by dint of merit. His wife, though a stranger here, will find a large circle of friends. Success and happiness attend them.

The Marion schools send out 8, three of whom are boys.

Were it not for this redeeming feature, one would think that the boys are excluded from our sceools. This

MACOUPIN COUNTY.

James Rice, of Girard, has sole charge of the Plainview school.

Mr. W. R. Blackwelder has charge of the school at Clyde for next winter.

Mr. T. E. More and Miss Julia C. Hixon are teaching a select school in Bunker Hill. They began June 1.

Miss Carrie Bethel has been elected to teach in Virginia City. She taught in the Girard schools last year.

Bunker Hill has re-elected all of last year's teachers. Attendance upon the skating rink had no influence here in the election of teachers.

The county normal will be held in Brighton. We are informed that Profs. Pike, of Jerseyville, Reid, of Normal, and Evans, of Virden, will conduct it.

Mr. James Kelley, of Rockbridge, has been elected principal of the Brighton schools at $80 per month. Miss Mills, of Lebanon, is his first assistant.

The Girard directors, in view of the "hard times," have shortened the term to six months. The following teachers have been elected there: T. B. Crisp, principal; Miss Turner, first assistant; T. H. Ellis, Mrs. E. Huff, Miss Gay, and Mrs. Gardner. The principal receives $100 per month, and all others $40 with the privilege of assigning them to any room or moving them to another room at the pleasure of the Board. Only two of last year's teachers serve during the coming one.

The new board of education of Carlinville has reduced the salary of their principal to $1,000. They pay those holding first grade certificates $45 per month, those having second grade, $40, and the inexperienced $35 per month. The following teachers have been employed for next year: George Harrington, principal, Misses Maria Ramey, Annie Otwell, Alice Fishback, Agnes Fitzgerald, Ida McDaniel, Alice Davis, Dora Bettersworth, Elizabeth Witte, and Cora Keeler. We understand that all of the teachers of last year who attended the skating rink were rejected when it came to the election.

A. G. E.

MONTGOMERY COUNTY.

Honey Bend will build a new schoolhouse.

The teachers of the Hillsboro schools have all been reëlected.

The school board of Donnellson has employed B. F. Shipley for principal, and Mrs. Cress as assistant, for the winter term.

Irving has the following teachers for the next year: Rev. William McDavid, principal; Marshal Winn, Misses Sperry and Josie Newberry as assistants.

At the close of her school, Mrs. Hattie McDavid gave a social picnic, and an excellent programme was rendered by her pupils. Mrs. McDavid has been re-employed.

The Hillsboro high school graduated a class of five on May 25. This was their second commencement. The exercises were of a high order, and all things passed off pleasantly. Mr. J. J. Miller wrote a very fine class poem on their motto, "Yet Press On."

Prof. Miner gave up his position as principal of the Nokomis school to "go west." He went to Edwardsville where he was elected principal of schools. We congratulate that city on their good fortune in securing his services. We regret his departure from our county.

Our county superintendent, Mr. Jesse C. Barrett, is raising the standard for teachers in this county. He requires an average of 90 for a first grade certificate, and 80 for a second grade. At a recent examination there were 22 applicants, and not one-half received certificates. None but educated teachers need apply.

The directors of the Illinois Reading Circle have appointed the following as Board of Managers in this county: Superintendent J. C. Barrett; Prof. A. P. Allen, Hillsboro; Sarah E. Graves, Nokomis; Betsey Wallwork, Litchfield; Lucy Howard, Raymond. About two reading circles have been organized in this county.

Prof. J. M. Bowlby has been reëlected superintendent of the Litchfield schools at a salary of $1,200. G. E. Ayres has been reëngaged as principal of the high school at an increased salary also. The other assistants are as follows: Misses Jennie Rogers, Ella Clark, Louisa Bockewitz, Ida Russell, Della Warren, Anna Cummings, Betsey Wallwork, Fannie Hood, Rosa Dugan, Anna Ryan, Emma Howcroft, Lottie Tupper, Nora Kinder, and Mrs. Mary C. Hewitt.

G. E. A.

DE KALB COUNTY.

Our next port is the institute, where we expect to meet 250 teachers.

One wheel has been added to the stern by the organization of Kingston Township Organization. We hope the seventeen others will be added by fall.

We launched at Genoa, Sycamore, and DeKalb to extend the parting hand to 5, 11, 6 passengers respectively, who enter experience's journey, as graduates.

Profs. Curtis, Lucas, Parson, and Blanchard are going to continue increasing the glowing vigor in the graded pupils' eyes. Prof. Gibbs has taken to the dry land, and is to become a farmer.

The educational interests of our county are not afloat. Superintendent Talbot is piloting us through hobbies of the old system into the new. Our surroundings are quiet and encouraging. The parents are with us at our meetings. Many teachers are experienced and well paid.

L.

DU PAGE COUNTY.

H. I. Harter remains at Lombard. Mrs. Hunter is to be found in the primary department next year.

We are glad to hear that Prof. Sabin, of Chicago, has consented to be present at the institute this summer.

Miss Yakely, who has been at the head of the Turner Junction School for ten years, goes to Downer's Grove next year. We understand that she will be assisted by Miss Frisbie and Miss Fitch. Miss Fitch has had more boys should avail themselves of its benefits. If it means nothing, then the girls should not be so persistent in wasting their valuable time. Careful observation will prove beyond a question that it pays to *complete a course of study*; and it would be well if greater emphasis were placed upon this idea in the common school.

J. A. Stowell has resigned his position at the Elrath school to attend the State Normal next year. This is another evidence of what I said some time ago. Those who are doing the best work are the ones who realize the importance of doing better work. Boards of directors can afford to trust such teachers, for the very moment they take charge of a school they become individually and morally responsible for the results produced in that school.

The question with that school now is, who shall take Mr. Stowell's place? They will be sure to get a good one, for the poorer class of teachers have long since learned that it is useless to apply. "A good teacher" has been their motto for some time.

W. W. K

ADAMS COUNTY.

The annual institute of Adams county will begin July 20 and continue three weeks. Superintendent Jimison will endeavor to make it one of the most profitable ever held in the county.

Miss Puss Harbison, a graduate of the Clayton high school, and one of the most successful teachers in Adams county, was united in the holy bonds of matri-

nony the 9th ult. to Mr. O. L. Westbrook, of the Mt. Sterling *Gazette*. May their journey through life be ong and prosperous is the wish of their many friends.

The commencement exercises of Chaddock College occurred June 18, and all attest that the college has had he most successful year during its history. Dr. H. C. DeMotte, president, is an untiring worker, a good rganizer, and in every way fitted for the work he has undertaken. Chaddock College is one of the best in the State, and under its present management is destined to grow in prosperity and usefulness.

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"Practical Work in Geography," by Henry McCormick, Professor of History and Geography in the Illinois Normal University, will be ready for delivery about June 30.

The work is in three parts, Primary, Elementary, and Advanced Geography. It is a guide for the teacher of geography in any of these departments, indicating practical work suitable for all kinds of schools, being a guide in determining *what* to teach and suggestions as to the best method of *teaching it*. Part I and II are especially helpful in telling how to teach, while part III gives vivid descriptions of cities, and the life and customs of people the world over. The whole book ignores non-essentials and emphasizes those things that should be taught. Prof. McCormick has had much experience and gives in this work substantially the methods followed by him successfully for years. No progressive teacher of geography of any grade can well afford to be without this work. It is not only a reliable guide for the teacher but it also contains a large amount of information to be found only by very extensive reading. It will contain from 275 to 300 pp. Price $1.00. It will make a most excellent book for institute work. Agents are wanted. For terms, address the publisher, A. Flanagan, Chicago.

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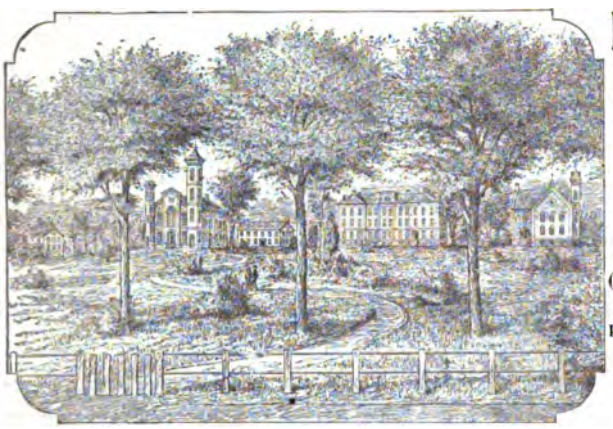
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ILLINOIS SCHOOL JOURNAL.

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HOW DO WE GAIN KNOWLEDGE?

BY E. C. HEWETT, PH. D.

II.

We have recognized five sources of knowledge, or five processes by which the human mind knows; viz., intuition or consciousness, observation or experiment, testimony, reasoning, and instinct. According to promise, it now remains to say something further about each one of these.

It is said that intuition reveals to us two classes of things; viz., fundamental *ideas*, and necessary, self-evident *truths*. Among the ideas given by intuition are those of being, space, time, beauty, right, and cause.

We intuitively believe in the being, or actual existence, both of ourselves and other persons, and also of the things in the world of sense about us. No doubt whatever on this matter seems to enter the mind of any person who is both sound and sane, except in the case of a few philosophers who, in their speculations, have sought to explain facts that are probably not explainable, but must be taken as simple and elementary.

The idea of space is a necessary presupposition to the thought of any material thing; nor is the idea in any way dependent upon the material thing. If I think of a room containing several objects, it is not hard to think away all those objects,—that is, I can easily conceive that those objects might not be; but I cannot conceive that the space might not be. Nor can I soar on the wing of fancy to any point where space is not,—to any limit beyond which there is no space.

So of time. Since morning, what a number of events have occurred! And yet it is perfectly conceivable that not one of these events might have happened. But it is impossible to conceive of the duration, the time, since morning, as not having been. Nor can we stretch our thought back in the past, nor forward into the future, to a point beyond which time is not.

The notion that some things are beautiful and that some are not, is a part of the inherent furniture of the mind. There may be wide differences as to what is beautiful,—as to the beauty of any given thing; but the distinction of beauty is in every mind. "Pretty" is one of the first words the child learns to say.

So of the thought that some things are right and some are wrong. Judgments as to what is right and what is wrong vary sometimes as far as the east is from the west. But that there is a right and a wrong, together with the feeling of personal *oughtness* that follows it, appears to belong to all minds, in all ages and in all lands.

That there can be an effect without a cause is inconceivable. One of the first questions the child asks is, "What makes this, and what makes that?" and, when the merciless little questioner has followed you up, and you say, "God made this," then he says, "And who made God?" A causeless cause is inconceivable to him, for it is the nature of his mind to believe that everything must have a cause. A causeless cause is as incomprehensible to you or to me; but we may have learned that, push our inquiries or our logic far enough, we shall always find silence for our questions and the illogical responding to our logic.

The necessary self-evident truths are grasped by intuition; our minds are so made that their

contradictory is "unthinkable." I know that the whole is equal to the sum of all its parts, and I cannot believe that its contradictory is possible anywhere, let me try never so hard. All the axioms in mathematics are of this kind. When the tyro in geometry takes up his book and reads, "The whole is greater than any of its parts," "The sums of equals are equal," "Surfaces that coincide throughout their whole extent are equal," etc., he is likely to say, "What fool did not know this!" Very true, my callow friend; but these truths that the fool knows are the foundation of the science that builds highways across continents, predicts eclipses, and weighs Jupiter.

There are other axioms that do not belong to mathematics exclusively,—as, for instance, that a thing cannot be true and false at the same time and in the same sense, or that one of any two contradictory propositions must always be true, and the other must be false. All axioms or fundamental truths given by intuition have these characteristics: They are true always and everywhere; they cannot be demonstrated, although they may be illustrated. The contradictory of any one of them is manifestly absurd. For illustration: The whole is equal to the sum of all its parts. We cannot conceive of any time or place in which this is not true; we cannot by any process of reasoning show that it *must* be true; the contradictory,—viz., that the whole is not equal to the sum of all its parts,—is seen at once to be false by every one who understands the force of the words.

In the use of our senses it is of prime importance that we be careful and accurate in our observations and experiments. We may, then, put full confidence in what our senses really give us; we may fully trust our senses. But the *inferences* we sometimes draw from sense-perception are anything but trustworthy.

In regard to what we learn from testimony, we need, first, to assure ourselves that our witnesses are both competent and honest. And here, too, we must distinguish between their testimony as to facts, and their statements as to their inferences. If I am told by a sufficient number of honest, credible witnesses that they have seen a ghost in a graveyard, I must believe that they have seen something; but it by no means follows that I am bound to accept their inference that it was a disembodied spirit. Courts of justice are very careful to hold their witnesses to statements of facts from their own knowledge; they will not admit hearsay or inference as testimony.—*N. E. Journal of Education.*

VALUE OF CYCLOPAEDIAS IN THE SCHOOL ROOM, AND THE BEST MANNER OF USING THEM.

BY ANNA BLAIR, LOUISVILLE, ILL.

The value of a good cyclopaedia is like that of a good teacher,—it cannot be estimated in dollars and cents,—and the efficiency of the latter is greatly increased by the aid of the former. Indeed, I think that in the hands of an earnest teacher, a cyclopaedia is the most valuable "teachers' aid" that can be placed in the school room. It is a source of information in every branch of study pursued by the older pupils, and can be used with the very best results, even by the youngest children.

In may be made, also, a source of much innocent pleasure and amusement among all classes of pupils, which is a consideration of more importance than many suppose.

As early training is the basis upon which must rest the future education of every child, I will give first my method of using the cyclopaedia in my primary classes. I can probably do this best by relating an actual occurence. One day the spelling lesson for my little class contained the word "deer." I said, "Children, how many of you have ever seen a deer?" There was no response, so I told them I thought they could find the picture of one in the cyclopaedia. "How many will try?" Up went every hand. Was there ever a child that did not love pictures?—and herein lies one of the chief values of a cyclopaedia, for where else can be found so many good *pure* pictures as in a cyclopaedia? I am sometimes constrained to exclaim with Sancho Panza, "Blest be the man who invented"—not "sleep," but cyclopaedias, which so effectually prevent children from going to sleep.

The next morning, before school time, one of the little girls came to my desk and said, "Teacher, I don't believe I can find 'deer' in

the cyclopaedia." I said "I will show you how." Then I drew the book to me, and opened it near the front to show her the alphabetical arrangement. I pointed out the word at the top of the page, and explained that we must turn till we found "d," then "de," etc. At last the word "deer" stood at the head of the column, and a little farther down was a picture of the animal. I then led her to talk about large, bright eyes, slender limbs, and branching antlers. When I called the class again, after they had all looked at the picture, we had a general talk about the animal,—its habits, the countries of which it is a native, and many other interesting things. Other words are treated in the same way, and I always call upon the children afterwards to repeat the information thus gained.

I send my geography classes to the cyclopaedia to find pictures and descriptions of cities, buildings, mountains, and other interesting objects mentioned in connection with the countries in which they are located. I then let them write a description of the picture for a language lesson.

Often, for recreation, my pupils find a picture, in the cyclopaedia, of some plant, flower, or animal, and try to draw it upon their slates. I praise the effort, make suggestions for future improvement, and encourage them to try again. The only difficulty is, that the cyclopaedia comes into such general demand among the pupils, that several sets are needed, as many want it at once.

My advanced reading classes go to the cyclopaedia to obtain additional information about authors, and the facts gleaned are brought up in recitation.

The history class finds the cyclopaedia invaluable. The pupils of this class each select some prominent character in American history, and find out all they can about the subject, making the cyclopaedia their chief source of information.

The facts thus learned are woven into a story, in the pupil's own language; this story is related to the class, and the other members allowed to guess the name of the person described. This exercise is not always confined to the history class, but may be participated in by the entire school.

Another Friday afternoon exercise is conducted as follows: Some subject, as "Paper and its Uses," "Gunpowder," "Printing," "Celluloid," or some other interesting topic, is written on the blackboard on Monday morning, and the pupils are told to find out all they can about it by Friday afternoon.

Cyclopaedias are then in constant requisition for a while, and when the appointed time arrives we have an enthusiastic discussion of the topic in question.

My opening exercises consists of Bible stories, illustrated by pictures of the ancient places of which I read, and additional items gleaned from the cyclopaedia.

Indeed, there is never a day, and seldom an hour, passes without some reference to the teachers' "contingent fund" of information—the cyclopaedia. I now look back to the early days of my teaching, before I could afford to possess a good cyclopaedia, and when I taught in a little out of the way country school in which there was not a single book of reference, and wonder if I really did teach.

I do not think that I would now undertake any school, if I did not own, and could not have access to, a cyclopaedia. It would be difficult to say too much in praise of such a work, but its best testimonial is the actual good derived from its use.

MORAL TRAINING IN PUBLIC SCHOOLS.

BY B. A. HINSDALE, SUPT. CLEVELAND SCHOOLS.

Extract from an Address to Teachers, in General Teachers' Meeting, September, 1345.

The child's earliest moral tuition is an unconscious tuition; it comes from contact with nature and with human kind. Home and society are training the child morally from the hour that he begins to breathe, calling out and repressing impulses, passions, emotions, choices, and volitions, *ad infinitum;* and the school trains in the same way with mighty power from the moment that the child enters the school yard gate. I particularize four springs from which this great stream of influence flows:

1. The unconscious tuition that comes from the pupils. Says Emerson: "You send your boy to the schoolmaster, but 'tis the schoolboys who educate him." A school is a soci-

ety or economy, and each member not only acts upon all the others, but is acted upon by them and by the society itself, considered as a unit or a solidarity. In these associations, pity, kindliness, moral indignation, sympathy, admiration, choice, volition, and other qualities are called out and strengthened. Not only so, but children learn to appreciate and to respect, at least to some degree, the rights, interests, and feelings of their fellow pupils. It has been observed that the only child is often exacting, arrogant, and self-willed; the reasons or causes being two in number, parental indulgence and lack of that discipline which comes from constant association with other children. What is more, there is no more selfish creature, no crueller tyrant, no greater egotist in the world, than a baby. How importunate are its demands! how incessant its cries for personal attention! And these demands and cries must be heeded and satisfied, no matter if the price be a mother's comfort, health, and even life. True, it is the voice of the child's spontaneous nature that speaks—a nature given for the wisest of reasons; but one great end of moral training is to control, curb, and guide the child's egotistic impulses until patience, forbearance, sympathy, and self-sacrifice have been developed. Here it is that the school comes in as an educator; for in a larger sense than Bacon meant it, "children are a kind of discipline of humanity." Moreover, the American free-school is the most democratic of American institutions; differences of race and rank disappear in the school-room and on the play-ground, so that the school is an invaluable agent in politics as well as in morals.

2. The unconscious tuition that comes from the teacher. This is a well-worn topic, and need not be elaborated.

3. The unconscious tuition that comes from the government of the school. Already have I spoken of the child's native selfishness, and of his great need of effective tuition, touching the rights interests, and feelings of others. In school the pupil learns that he is only one among many. Moreover, he acquires the spirit of obedience and submission to authority; he learns the value of punctuality and thoroughness, the meaning of law, and the uses and powers of a governor. Rules requiring that such and such things shall be done—rules requiring decision, promptness, and despatch—such rules as these, kept within nature and reason, are invaluable in their tendency and effect. 'Tis much for a child to learn that he cannot always have his own sweet will. A teacher's law requiring all pupils to be in their places at five minutes before nine o'clock, or to give a good and sufficient reason for the failure, may teach the whole community a needed lesson in punctuality.

4. The ordinary school work—the assignment, preparation, and recitation of lessons—carries with it a strong moral element. Spelling lessons and arithmetical problems are not directly related to virtue; but no child can master the lessons or solve the problems without getting an excellent discipline of the will. Confinement and restraint have much to do in creating character. This thought has been well expressed by Dr. G. Stanley Hall, in these words: "Only great, concentrated, and prolonged efforts in one direction really train the mind, because only they train the will beneath it. Many little, heterogenous efforts of different sorts, as some one has said in substance, leave the mind like a piece of well-used blotting-paper, and the will like a rubber band stretched to flaccidity around one after another bundle of objects too large for it to clasp into unity. By staking the horse or cow out in the spring-time till he gnaws his small allotted circle of grass to the ground, and not by roving and cropping at will, can he be taught that the sweetest joint is nearest the root;—these are convenient symbols of will-culture in the intellectual field."

It should be added that, in our time, the training of the wills of children receives only too little attention. It may well be doubted whether we Americans properly appreciate the value of that mental and moral discipline which comes from subordination to authority. A correspondent of an American journal finds that the German militarism is not an unmixed evil. "Compare," he says, "for instance, a dirty, clumsy, stupid peasant lad with a soldier a year or two older, and mark the difference. I do not say that garrison life can make the short tall, or the heavy-witted bright, but physically it teaches them cleanliness, order, and the use of their limbs; and morally it lifts

them out of the primitive ruts, and gives them a wide mental horizon."

I am well aware that some people object to the public schools because of the unconscious tuition that pupils receive in them. The argument runs thus: A multitude of children of all sorts and ranks are brought together,—the virtuous and the vicious, the refined and the coarse; there is much rudeness of manners, violence of temper, vulgarity of language, and impurity of thought; children of gentle breeding learn many things that they had better not know. It cannot be denied that there is some force in this reasoning. A public school is not exactly a parlor car. However, the variety of children in the schools is not so great as the variety of people in the world. Solitary tuition at home does not bring immunity from vice; in fact, it is attended by some vices peculiar to itself.

Private schools fill a place in society, and I make no attack upon them; but I have observed three facts that are worth stating: (1.) That pupils who fall out of the public schools for moral reasons—as because they are disobedient and rebellious—are quite apt to reappear in private schools. (2.) That pupils in private schools have a greater sense of independence and self-importance, showing that they do not always receive the needed discipline that comes from submission to tutors and governors. (3.) That these pupils are less constantly employed, and consequently have more time for mischief, for mental vacancy, and for unprofitable employment of the imagination. Candor compels me to say that its unconscious tuition is not all good; but, on the whole, the moral regime of a well managed public school is a most salutary discipline. Lord Wellington, after gazing long at the boys at their sports on the play-ground of Eton College, said, "That is where Waterloos are won." He meant that the regime of a great public school like Eton develops the hardihood, the courage, the persistence, the strength, the staying power, that win great battles.

Mr. Quick holds that the moral atmosphere of a large school is by far more wholesome than the moral atmosphere of a small one. He argues that "the system and the traditions of a great school are very powerful, and almost compel a boy to aim at the established standard of excellence, whereas the boy at home has no such standard before him, and the boy at the small school may possibly have one which is worse than none at all." He quotes De Quincey to the effect that no discipline will better aid in the development of the masculine energies of the character, when boys are at the age of nine or ten, "than the bracing intercourse of a great English classical school. Even the selfish are *there* forced into accommodating themselves to a public standard of generosity, and the effeminate into conforming to a rule of manliness. * * * There is not in the universe such an Aeropagus of fair play and abhorence of all crooked ways as an English mob, or one of the time-honored English 'foundation' schools." It is indeed true that the schools which Quick and De Quincey have before their minds, are something quite different from our great public schools; but the principle is the same in both cases. Mr. Hope, whom Quick also quotes, reaches the same conclusion, arguing from the nature of the case. "A school of from twenty to one hundred boys is too large to be altogether under the influence of one man, and too small for the development of a healty condition of public opinion among the boys themselves. In a community of fifty boys, there will always be found so many bad ones who will be likely to carry things their own way. Vice is more unblushing in small societies than in large ones. Fifty boys will be more easily leavened by the wickedness of five, than five hundred by that of fifty. * * * The moral tone of a middle-sized school will be peculiarly liable to be at the mercy of a set of bold and bad boys." Experience proves that there is a solidity, a strength, and a permanence of moral sentiment in large schools, that we do not find in small schools. The large school does not respond so readily to the wickedness of the pupil inside, or to the interference of the patron outside. A long train of cars runs much more steadily than a short train. Moreover, this very strength and permanence of sentiment and discipline is an invaluable moral authority.

Never forget to study carefully the spirit and habits of the school leaders.

CLASSICS FOR CHILDREN.

The series of Classics for Children consists of standard works, edited for the use of children, between the ages of nine and fifteen, in the public schools. It was suggested by seeing the result of setting children of nine and eleven years to reading "The Lady of the Lake." They soon became so much interested in it that they began not only to read with greater ease, but voluntarily committed to memory large portions of the poem.

This result led to making numerous inquiries of thoughtful men and women, in various walks of life, in regard to their early reading. The evidence thus gained shows that children are capable of enjoying good books at an early age, and the chances of forming in them a taste for good literature are then much better than at a later period.

It may be urged that many pupils of this age will not take any interest in such works. Very likely. For such we would prescribe a liberal amount of committing to memory. It may prove quite as interesting to the children, and as valuable, from an educational point of view, as memorizing the ten thousand bays, capes, rivers, islands, lakes, mountains, inlets, counties, towns, and cities now required. The one-tenth that could be recalled by some law of association, as the relation of rivers to mountain chains, the occupations of the people as modified by climate, etc., has been retained and assimilated, but the other nine-tenths have been gotten rid of as useless lumber. It may have had some beneficial influence in exercising the memory, but how much better to have used the same amount of effort in memorizing the choicest pages of the best authors, which would have had a lasting influence in forming correct literary tastes, as well as in storing the mind with healthful sentiments, to be recalled always with delight.

It seems to us a sad abuse of time to require children to learn such facts as the date of election, term of service, and the state in which each of the Presidents and Vice-Presidents of the United States was born, and the details of every unimportant battle or skirmish in the Colonial, French, and Indian wars. Let them but spend the same amount of time in reading such works as Irving's "Life of Washington," Scott's "Tales of a Grandfather," and Macaulay's "History of England," and they will obtain not only more valuable information, but, what is *vastly more important*, they will be acquiring a taste for good reading and a love for history, which will be of inestimable value to them in after life. Besides, they will learn to use better English from constant use of such models than by studying technical grammar and poring over innumerable examples of true and false syntax.

The child should have only the best set before him, for otherwise he is more liable to copy the imperfect, or to become confused between the true and the false, than to be guided aright.

But to arithmetic we must look for the greatest misappropriation of time. In the country school it consumes about three-fourths of all the time. It is common to find young men who can solve every one of the thousand puzzles in the bulky arithmetics, but cannot write a common letter without making half a dozen mistakes in grammar and spelling. The pupils in the Grammar Schools must spend years over the long and tedious examples in compound fractions, compound numbers, compound proportion, profit and loss, partnership, alligation, involution, square and cube roots, geometrical progression, permutations, annuities, and what not, though they have not time to read a single play of Shakespeare or a volume of history or other standard literature.

Much valuable time is wasted by reversing the true order of studies, and giving so much attention to exhibitions, examinations, and methods.

The child with a little knowledge and a good memory may make a far better showing than the one who knows a great deal more of the subject. Memory commands a premium; intelligence is at a discount.

It is necessary for children to read a great deal, to acquire that facility of expression which will enable them to perform the merely mechanical operation of reading without conscious effort. The mind should be entirely free to concentrate itself on the subject-matter. Now, since it is not natural for them to apply themselves closely enough and long enough

to accomplish this work, we should aid them by supplying an abundance of interesting material. It is not, therefore, of so much importance, at this stage of the child's education, that the highest moral truths be presented, as that the matter be of such intense interest as to *catch* and *hold* the whole attention of the pupil. The highest moral law he should now know is to learn the command of words, and the most effective use of his faculties. Care should be taken that his English should be simple and forcible, and nothing harmful in ethics should be allowed. It is a waste of time to try to teach morals, in his reading lesson, to a child who has to spell out his words; and almost as bad to try to teach geography, grammar, arithmetic, and the other subjects. Words are to him as tools to the mechanic. Until he has learned to use them effectively, he should not be put to serious work, where his attention is distracted from his first duty,—*the perfecting himself in his trade*, the command of words. If a part of the time now given to spelling out words, in geography, arithmetic, grammar, and stupid reading-lessons, were devoted at first, wholly or mostly, to reading only, our children would not only become much better scholars in these various branches, but read more literature in the Grammar Schools than the college student now gets before graduating; besides, they would acquire a literary taste and a love for good reading, of inestimable value to them in their future life, which will never be so busy but that they will find the time for a few moments' gratification of it. People are ignorant, not so much because of being overworked, as from want of a love for good reading. Give the children a chance, a glimpse into the great storehouses of knowledge in books, wherein they may commune with the greatest minds at their best.

After the child has learned to read with ease simple stories from all sources, the course should assume more definite form, including the standard works of fiction, history, biography, natural history, etc., all well graded, keeping constantly in mind these points: *interest, moral power, and style;* selecting those only which embody these all in the greatest degree.

It is of the greatest importance to develop a love for history in early life, as no one can be well read without a fair knowledge of the past. In fact, one must know a people in order to understand their literature. Some of the best thoughts of a writer, depending upon allusions to historical persons or events, are entirely lost to the reader not familiar with history. Nor is this the only reason of its value. The tracing of great events unfolds the mind. We suffer and enjoy with the struggling mortals of the past, and, as it were, pass through their very experiences, and are able to reap their rewards while we avoid their mistakes. One who really loves history will *find time* to read it, but none for cheap novels. Leading epochs should be selected from the great historians, adding such information as may be necessary for a complete understanding of the extracts. The historical novel and biography are especially well calculated to create a love for history, and the whole course should be so graded that biography, natural history, novels, travels, history, and the various departments of literature should be made mutually helpful and dependent, covering the same periods and illustrating one another.

This work cannot be left to the high school, for we find, on a careful examination of the reports from several of our largest cities, where the schools have attained their greatest perfection, that only one in twenty-five of the whole number of pupils ever reaches that grade.

It has been urged against the use of Shakespeare, Scott, and such writers, in the grammar grades, that it will interfere with the course in the high school, where these authors are studied. If only one out of twenty-five ever reaches the high school, and the twenty-four can read these authors to advantage in the lower grades, would it not be wise to remodel the entire course of study in such a way as to secure the greatest good to the greatest number?

It is hoped that this attempt to put standard literature into the hands of young children will receive encouragement, and that a free discussion of the subject may lead to such changes in the course of instruction in the public schools as shall give to each study the proportion of time its importance may fairly claim.

EDWIN GINN.

PRIMARY TEACHING.

BY MRS. H. CLARK.

I.

Work is the fundamental idea of primary teaching.

The theorist says, "Let the pupils play right straight through the first four years." They will play, and if not allowed to play innocently will play stealthily and viciously, and the teacher will be annoyed with sundry complaints of pulls, pokes, and pinchings, kicks, cuffs, and croakings, tearing, erasing, and filching, with other expressions of carelessness, mischief, or revenge.

But permitted play must be systematic or it will become that hated thing, monopoly. It must be quiet or it will be a disturbance of the peace. It must be just and unselfish or it will be demoralizing. Thus it appears that play for the pupil means work for the teacher. The questions, what? where? when? how many? why and why not? and, what has become of the plaything? will force themselves upon her, and she will be compelled to ventilate her algebra, logic, political economy, moral science, and civil government, thus branding falsehood on the oft-reiterated assertion that "Primary teaching is a humdrum, rusting-out work." It is humdrum to those who deem it drudgery, and to those who enjoy a dronish life. It is a rusting-out process to those who are content to lie still and let things take their course. But to the wide-awake teacher, with a heart full of sympathy with the little ones it is far different. Daniel Webster said, "If we work upon marble it will perish; if we work upon brass time will efface it; if we rear temples they will crumble into dust; but if we work upon immortal minds, if we imbue them with principles, with the just fear of God and love of our fellow men, we engrave on those tablets something that will brighten to all eternity." Can such a work be humdrum? Here are immortal minds, and here the teacher's workshop.

Before the first half hour of play and acquaintance-making has passed, she will realize that the reins of government are fairly in her hands, and that henceforth she must wield the guiding, propelling, and restraining power in this little community.

The justly apportioned threefold cord must be twined by her hand, and day by day wrought by her skill into the network of organization, instruction, and government.

In the midst of this complication, she will probably begin teaching with general exercises. These must be short, simple, interesting, and promotive of general knowledge, morality, and religion.

Then comes that most important and most difficult of all teaching,—first steps in reading. Important, because it is the foundation of all literary knowledge; difficult, partly because of the anomalies of our language, and partly because of the unwillingness or inability of teachers to adapt themselves to the intelligence of the pupils.

Let me show you a representative of this class. Visiting a school in St. Louis, I heard a timid little girl read, "The snow comes down —large flakes." The teacher said, "Fannie, my knowledge of English grammar teaches me that 'comes' is an intransitive verb, hence there must be a preposition before the object. Read your sentence again, and find the preposition."

In examination for a teacher's certificate, this lady stood first among twenty-three applicants, and "of course, would make a splendid teacher;" but I need not tell you that she did not make a success of primary teaching, neither that the incomprehensible cannot succeed.

But with good primary teachers, of whom there are not a few, the absorbing question of to-day is, "What method shall we use in teaching primary reading?" One says, "The picture method—pictures between words, and pictures behind words, presenting at one view an idea and an expression of the idea."

Good pictures have their uses in gratifying and cultivating an inherent love of the beautiful, in awakening and stimulating interest, in imparting knowledge by their illustration of objects and scenes not otherwise brought to view, also in training the eye to habits of close observation; but when used as a means of teaching reading, they are very treacherous helps, because pupils learn unavoidably to lean on them.

Opening a new book, the picture reader, unacquainted with the swan, reads for its

representation, "a duck." Number two, unfamiliar with the duck family, reads it, "a goose," and when they get beyond the pictures they do not know and cannot find out whether it is a goose or a moose, and the task of teaching them to read is still before you.

We will next consider the word method.

SCHOOL LEGISLATION.

BY R. R. R.

Our State Department of Education, together with its warm friends and staunch supporters, has scored another victory for our public school system. This is the second of two grand movements in the right direction. The institute law successfully ran the gauntlet of the 34th General Assembly! ! ! Let us hope that its wisdom may never again be questioned.

We congratulate the friends of education on these new measures in school legislation, not because they have done just the thing of which our public schools stand in greatest need, but because they "have done what they could." The great lameness in our system will still be lack of adequate supervision, and back of this, lack of qualification on the part of those elected to supervise. We refer especially to the county superintendents. Section 5, Art. VIII, of our State constitution, reads as follows:

"There may be a County Superintendent of schools in each County, whose qualifications, powers, duties, compensation, and time and manner of election, and term of office, shall be prescribed by law."

No law has ever been passed fixing any standard of qualification whatever for the office of county superintendent. It is well known that many candidates for that office have never taught school a day, and some of the present incumbents lay no claim to skill or ability, either to teach or superintend teaching. This doubtless accounts for the fact that the county boards, in some instances, have allowed no time for visiting schools, giving barely enough time to attend to the clerical duties of the office. They are wise in not giving more time to be spent riding over the country at four dollars a day. Nevertheless, the county boards have not always shown wisdom in their discrimination, which accounts for the restrictions placed by recent legislation on their power over the county superintendent. In some counties, at the head of which are efficient superintendents, but a few days have been allotted for visiting schools,—just enough, when distributed, to make a mere farce of it. This kind of work affords an excellent opportunity for the superintendent to talk with the legal voters of a district along the road, and while electioneering for the next campaign, ask how the new pedagogue in No. — is getting along.

Our school law has been suggestive rather than imperative. There is too much of the *may* and *can*, and not enough of the *must* and *shall* in it. The section above quoted is an illustration of this; here follow others that have been changed by recent legislation:

"§ 20. It shall be the duty of the county superintendent, if so directed by the county board, to visit, at least once in each year, every school in his county, and to note the methods of instruction, the branches taught, the text-books used, and the discipline, government, and general condition of the schools."

The conditional phrase, "if so directed," has been the "missing link" in county supervision.

We like the revised form, as stated in the county superintendent's bill:

"The county superintendent shall visit each school in the county at least once a year; and in the performance of this duty he shall spend at least half the time given to his office in visiting ungraded schools. In counties having not more than one hundred schools, the county board may limit the time of the superintendent: *Provided*, that in counties having not more than fifty schools, the limit shall not be made less than one hundred and fifty days per year; in counties having from fifty-one to seventy-five schools, not less than two hundred days a year, and in counties having from seventy-six to one hundred schools, not less than two hundred and fifty days a year."

Again we quote the last clause of section 71, "and county boards are authorized to make appropriations for the holding of county teachers' institutes." They are *authorized* to, but don't *have* to, explains why many of our counties never held an institute till last year. Again we prefer the revised version in the text of the institute law, which creates a fund for holding institutes, independent of the county board. Section 27, under amendments relating to salaries of superintendents, after naming certain commissions allowed the superintendents, reads as follows:

"For all other duties required by law to be performed by them, for such number of days as may be designated

by the county board, in counties of first and second class the sum of four dollars per day."

This includes all but Cook county. As we have seen, the number of days has been made as few as possible in many of the counties. It will, therefore, be seen that the superintendent's bill will largely increase the salary of that office. By reference to Mr. Raab's school report for 1883, we find but nine counties with fewer than fifty schools. The salary in no county can be less than $600, and can be brought to this figure in nine counties only. We find also from the same report that the salary in each of forty-two counties for 1883 was less than $600, in some of these below $300, and in several more under $400. By the present adjustment the salary can not be less than $800, except in nine counties. I may add that hitherto the salary of the county superintendent has averaged below (in nearly every case very much below) that of any other county officer.

What next? Both of the above mentioned laws have been in the same direction, namely, to restrict the authority of the county board over the superintendent. I believe that we have now sufficient legislation in this direction. The danger has already been alluded to in this article. Further legislation along this line may concentrate too much power in the county superintendency. We must bear in mind that it is a political office, and requires *no standard* of qualification. While removing a trust from an irresponsible body, let us not commit the error of a second misplacement. Our next step ought to be to secure efficiency in the office that has received the new trust.

SUPPLEMENTARY READING.

The necessity for more reading matter than is contained in a single set of readers, is now very generally conceded. Yet the idea is not old, and many teachers are still satisfied with the meagre results obtained by using one first reader, one second reader, and so on.

When a child leaves the first reader he should be master of a first reader vocabulary, and should read in that grade with fluency. The hesitating, laborious, stumbling manner of the one-book pupil demonstrates the necessity of more matter and larger practice in the lowest grades.

Some time since, in collecting material for an article on this subject, a letter was received from a leading superintendent, from which the following extract is made:

"One of our districts has for several years used books and periodicals for *sight reading*, in addition to the regular drill work in the readers prescribed by the Board of Education. With the beginning of the present year, the Board added thirty-three sets of primary readers—First, Second, and Third—of twenty-five books each, and thirty-three sets of miscellaneous books of three books each. Each set of primary readers is placed in a substantial box, for convenience in handling, and to aid in preserving the books. The sets of three are not so provided, but are trusted to the care of the teachers.

These several sets are made to serve as a circulating library, the primary readers among the primary grades, and the miscellaneous books among the grammar grades. From time to time, say as often as once in six weeks or two months, a change is made from school to school around the whole circuit, so that each class may have the benefit of as much new matter as may be made useful.

The sets of twenty-five are used by placing a book in the hands of each pupil during the exercise. At the end of the exercise the books are replaced in the box. This *sight reading* exercise has a stated time on the daily programme as regularly as has the *drill* exercise with the prescribed readers, and follows such drill, though not immediately—drill in the morning, say, and sight reading in the afternoon. This runs through all of the primary grades.

The sets of three are used by placing one copy in the hands of the teacher and one copy in the hands of each of two pupils, and passing the copies in the pupils' hands from one to another as they read. A reads; B has a book and is ready to read at call of "next"; A passes his copy to C, who is ready to follow B, etc. At the end of the exercise the books are returned to the teacher.

My observation warrants me in saying that good results are secured. The teachers are enthusiastic over the extra reading, and are

themselves enjoying it. The children are delighted and interested, many of them thus reading books that they never saw or heard of before. There is more point to the *drill* work, even the children seeing the necessity for the tedious repetitions when using the prescribed readers.

Then, too, the horizon of the children is widening, their fund of information is increasing, and they are learning how to use and appreciate books.

So far, we spend the same length of time in the two parts of the work—drill reading, twenty to twenty-five minutes in the forenoon, and sight reading for the same time in the afternoon."

The miscellaneous books mentioned are:-

Each and All; Seven Little Sisters; Stories of American History; Alice in Wonder Land; Hans Brinker; Through a Looking Glass; Bodleys Telling Stories; Cecil's Book of Natural History; Boys of '76; Magna Charta Stories; Higginson's Young Folks' U. S. History; Dickens' Child's England; Fairy Land of Science; True Stories; Tanglewood Tales; Wonder Book; Kingsley's Heroes; Zig Zag Journeys in Europe; Irving's Sketch Book; Shakespeare's Stories Simply Told; Stories from Shakespeare (Lamb); Story of English Literature; Longfellow; Whittier; Tennyson; Ivanhoe; Youth's Annual; Heroes of History—Drake, Magellan, Cortez, Pizarro, and Vasco da Gama.

"But what is the district school teacher to do?" is asked. Perhaps the directors of many districts will be ready to purchase a few sets, of three each, of first and second readers not prescribed in the school. The cost is very small. They believe heartily that on the farm, or in any other of the industrial pursuits, young people learn to do by doing. It is possible that they may be brought to see that the same law obtains in learning to read.

It is true that objections are sometimes presented by them that have escaped the rest of the universe. A teacher recently wrote to the State Superintendent for information as to the kind of dictionary that she should purchase for her school. The pictorial editions were to be excluded by the directors, on the ground the children would wear out the books, and waste valuable time, in looking at the illustrations.

Let us fervently hope that the number of such Boards is limited, and that most will be ready to make necessary purchases.. But the teacher who finds his lot cast in such an unfortunately conditioned locality can secure a few copies of second-hand books at a trifling expense, and carry them with him when he migrates. The increase in reputation will more than compensate him for the outlay.

In many counties, county superintendents have started educational papers for their own territory. These usually have one side printed at home, while the "inside" is "patent." So far as we have examined, the "inside" is carefully edited and contains matter that is well adapted for supplementary reading for higher grades. Parents can be induced, in many instances, to subscribe for these papers, and they can be brought to the school and fully utilized. "*The Week's Current*," an admirable little paper for schools, published by E. O. Vaile, Oak Park, Ill., is another publication that may safely be put into the hands of pupils.

Indeed, "Where there is a will there is a way," and if any of the readers of THE JOURNAL, who have not attempted to secure supplementary reading for their schools, have a real desire to supply such a desideratum, they will find it easy of accomplishment.

"THE EVOLUTION OF DODD."

Under this title Wm. Hawley Smith, of Peoria, Ill., gives us one of the brightest little books of 153 pages that has stirred the serenity of the educational mind for many a day. The subject is the "evolution" of Master Doddridge Watts Weaver, the terrible son of a pious Western parson, through the trials of infancy, rampant boyhood, and almost hopeless, early manhood, till he is left in a studio in New York, a promising artist, family man, and Christian of the broad-gauge type.

The point always made is the utter incompetency of what the author somewhat sharply calls "the machine," for the training of an exceptional boy, always vibrating between good and evil, with a perilous tendency to resent every effort for his well-being, unless directed by an almost supernatural insight and persisted in with a tact and patience almost divine. The boy very early breaks out from

the flabby discipline of the home, and gets his first lesson in implicit obedience from a tremendous trouncing, administered by a vigorous grandfather. He is carried through almost every phase of ineffectual school-life; now in the hands of a mechanical female disciple of the New Education; again exposed to the mischievous influence of a worthless, lying schoolmaster; till he happily falls upon a country school taught by an ideal Catholic Irish girl, and finally comes under the instruction of the only man in the United States who would seem competent to handle such a precious young reprobate. His final arrest in the downward road comes at a later period, through the same extraordinary friend. The narrative is instinct with the fire, vim, and humor of the best type of Western journalism; the characters, though eccentric, are not unnatural, and everything told of the evolution of the hero is credible.

The book will do great good in flashing an electric light into many a dark place, and shouting a war-whoop reform into many a sleepy hollow in the home, the church, and school. The perils of the new methods of training childhood and youth are sharply, sometimes savagely, exposed. But while every careful observer must confess to their existence, we feel that the writer has put into his critique a certain twang of personal feeling towards the New Education and its more prominent Western apostles, which impairs the effect of his criticism. We know the West somewhat but we never happened to come across the man big enough to dispose of Dr. Harris and the St. Louis school-keeping, in the contemptuous way affected by Mr. Wm. Hawley Smith in these pages.

With all the perils of the graded-school system as administered by teachers who have only a superficial knowledge of the natural methods, no man of sense would send us back to the old-fashioned, hap-hazard school-keeping of a generation ago as a substitute. The New Education is simply the education appropriate to the new country, period, and combination of circumstances amid which this generation of American children and youth is placed. The remedy for all its defects is not grandfather's rawhide, the accidental saintship of a country schoolmistress, or any backing down upon worn-out methods and notions. Indeed, the author answers his own question by drawing the picture of a graded school whose discipline turns out several hundred children who behave like educated Christians toward the young savage shot into their midst while the master is the only man capable of rescuing the wretch, Dodd, from perdition. As far as the story goes, all is well.

In another place we offer a few suggestions concerning the author's philosophy of "The Machine," in which he represents a large constituency, who evidently believe that human progress now depends on "smashing" the important element of civilization in every department of life in this republic.—*Journal of Education.*

GENERAL EXERCISES.

Teachers in district schools, do you have ten or fifteen minutes of each day set aside for General Exercises? Do you use the time for that purpose? What exercises do you have? Have you tried the following?

1. Memorizing literary gems.
2. Rapid number combinations.
3. Geographical exercises.
4. Biography.
5. Lessons in etiquette.
6. "Capping the verse."
7. Recognition of pictures.
8. Description of plants and animals.
9. Ten-minute essays.
10. Stories bearing on morals and manners.
11. Stories from Shakespeare.
12. Early customs in America.

Few exercises are of more permanent value than number one. Select "gems" that are worthy. A little book prepared by Supt. Peaslee, of the Cincinnati schools, and published by Van Antwerp, Bragg & Co., Cincinnati, contains a large number of such selections, all of which have been chosen with great care. There are other publications similar in character, that are also available and we shall be glad to give their names if some of our readers will drop us a line, giving us the information.

Begin with brief selections, taking only a couple of lines at first. Review frequently and you will be surprised to see how soon

large stock will accumulate. In this connection give exercises numbered four and seven.

Have brief biographies of the authors. Have these include descriptions of their personal appearance, and anecdotes illustrating their characters, and show their pictures. The average American school pupil should be able to recognize faces of such eminent writers as Shakespeare, Dickens, Walter Scott, Irving, Longfellow, Dr. Holmes, Lowell, Whittier, Bryant, and many others.

Include in numbers four and seven, eminent generals, great statesmen, celebrated discoverers and inventors, such as Bonaparte, Sherman, Sheridan, Grant, Washington, Bismarck, Garfield, Columbus, Robert Fulton, etc.

A pleasing geographical exercise is as follows: A pupil names a city, county, or river in Illinois, and spells the name. A second pupil gives another name beginning with the closing letter of the first, and so on. In such cases the object named should be located by direction and distance from the pupils' home, and any facts of interest that are known to the school should be given. This feature may be carried into many other exercises.

Exercise five is not a common one, but it should be. Let it include the introduction of one pupil to another, or to the teacher, methods of salutation in the street, table etiquette, and kindred topics.

Number six is similar to the geographical exercise suggested above. A quotation is given, and the game consists in giving another beginning with the closing letter of the first.

The subjects in number nine may include "An Account of a Visit," "A Description of My Home," "How to Raise Corn," "A Description of a Picture," reproduction of a short story told by the teacher or a pupil, etc.

Every teacher should have a collection of stories to use in number ten. The weekly newspaper often contains something of value for that purpose. "Talks with My Boys," reviewed in the July number of THE JOURNAL, is admirably suited to such occasions.

Lamb's "Stories from Shakspere" is helpful alike to teacher and pupils.

Interesting facts for number twelve may be gathered from the pictures in any school history, especially with reference to costumes. Early agricultural implements, vehicles used in early times, ancient musical instruments, etc., etc., will furnish lessons for many days, and will be found to be full of interest.

The general exercise time may be made the most interesting of the day, and, if put at the beginning of the session, may be found to be an efficient remedy for that worst of school evils—irregular attendance.

ASTRONOMY.

Few objects in nature can compare with the "dappled sky" on a clear night. How easy a matter it is for the teacher to interest the children in the familiar constellations! The study is as simple as descriptive geography, and is vastly more interesting to the average child of thirteen. The writer has had frequent occasion to feel a sense of thankfulness to one of his teachers in the old district school, because she believed that Astronomy was a proper study for three or four thirteen-year-old boys. The facts committed to memory in that memorable term have never faded out, and the fondness for the study has increased with the years. How many of the district school teachers know the Great Dipper, and Cassiopoeia's "Chair," and the "Sickle" in Leo, and "The Ell and the Yard," and Sirius, Arcturus, Aldebaran, Procyon, and a score of other objects as familiar to the dwellers in the Nile valley and in old Chaldea centuries ago, as to us to-day.

The children must master the venerable and honorable "R's," but there is no reason why they may not gather much from larger fields of thought. Venus, Jupiter, and Saturn are often seen on the same evening, and an occasional glimpse of Mercury may be obtained in the early evening. A fair sized pair of opera glasses will reveal the fair attendants of Jupiter, and a lens of moderate power will show the rings of Saturn to the wondering eye of the observer.

"Our to-days and yesterdays are the blocks with which we build."

"Now" is the constant syllable ticking from the clock of time. "Now" is the watchword of the wise. "Now" is on the banner of the prudent.

THE AMENDED SECTIONS OF THE SCHOOL LAW, RELATING TO THE COUNTY SUPERINTENDENCY.

SECTION 13. The said superintendent shall be liable to removal by the county board for any palpable violation of law or omission of duty; and if a majority of said board shall at any time be satisfied that his bond is insufficient, it shall be his duty, on notice, to execute a new bond, to be payable, conditioned, and approved as the first bond, the execution of which shall not affect the old bond, or the liability of the security thereof; and when the office of county superintendent shall become vacant by death, resignation, or otherwise, the county board shall fill the same by appointment, and the person so appointed shall hold his office until the next election of county officers, at which election the county board shall order the election of a successor. The county board shall provide for the county superintendent a suitable office with necessary furniture, and shall provide him with office supplies, as is done in the case of other county officers.

SEC. 20. The county superintendent shall visit each school in the county, at least once a year; and in the performance of this duty he shall spend at least half the time given to his office, and more, if practicable, in visiting ungraded schools. In counties having not more than one hundred (100) schools, the county board may limit the time of the superintendent: *Provided*, that in counties having not more than fifty (50) schools the limit of time shall not be made less than one hundred and fifty (150) days a year; in counties having from fifty-one (51) to seventy-five (75) schools, not less than two hundred (200) days a year; and in counties having from seventy-six (76) to one hundred (100) schools, not less than two hundred and fifty (250) days a year. The county superintendent may, with the approval of the county board, employ such assistant or assistants as he needs for the full discharge of his duties; such assistants shall be persons of good attainments, versed in the principles and methods of education, familiar with public school work, and competent to visit schools. In visiting schools, he shall note the methods of instruction, the branches taught, the text-books used, and the discipline, government, and general condition of the schools. He shall give such directions in the science, art, and methods of teaching, as he may deem expedient and necessary, and shall be the official adviser and constant assistant of the school officers and teachers of his county, and shall faithfully carry out the advice and instruction of the State superintendent. He shall encourage the formation and assist in the management of the county teachers' institutes, and labor in every practicable way to elevate the standard of teaching and improve the condition of the common schools of his county. In all controversies arising under the school law, the opinion and advice of the county superintendent shall first be sought, whence appeal may be taken to the State superintendent upon a written statement of facts, certified by the county superintendent. He shall at least once each year examine all books, accounts, and vouchers of each township treasurer in his county; and if he finds any irregularities in them, he shall at once report the same in writing to the board of trustees, whose duty it shall be to take immediately such action as the case may demand. He shall also examine all notes, bonds, and mortgages, and other evidences of indebtedness which the township treasurer holds officially; and if he finds that the papers are not in proper form, or that the securities are insufficient, he shall so state in writing to the board of trustees, whose duty it shall be to take at once such action as is necessary to save and protect the property of the districts and the township; and for a failure or refusal to take such action within twenty (20) days after such notice, the members of the board, each in his individual capacity, shall be liable to a fine of not less than twenty-five dollars ($25), nor more than one hundred dollars ($100), to be recovered before any justice of the peace on information in the name of the People of the State of Illinois, provided such insufficiency be proved, and when collected, to be paid to the county superintendent of the proper county, for the use of the schools; and the payment of this fine shall not relieve the board of trustees from their liability under the seventy-third (73) section of this act.

SEC. 71. County superintendents elected hereafter shall receive in full for all services rendered by them, commissions as follows: Three per cent commissions upon the amount of sales of school lands, or of sales of land upon mortgage, or of sales of real estate taken for debt, including all services therewith. Two per cent. commission upon all sums distributed, paid, or loaned out by them for the support of schools. For all other duties required by law to be performed by them, four dollars ($4.00) a day for such number of days as shall be spent in the actual performance of their duties, not exceeding the number fixed by the county boards in counties in which the boards are given power to fix the number of days by section twenty (20) of this act; and one dollar ($1.00) a day for expenses for the number of days actually spent in school visitation. The assistants of the county superintendents shall receive such compensation as may be fixed by the county boards. The county superintendents shall present, under oath or affirmation, their itemized bills for their per diem compensation and for their expenses allowed by this act when visiting schools, together with a report of all their acts and doings as such county superintendent or assistant, including a list of such schools visited, with the dates of visitation, to the county board, at their annual meeting in September, and as near quarterly thereafter as said board may have regular or special meetings, and after the bills have been audited by the county board, the county clerk shall certify to this upon the bills, and transmit them to the auditor of public accounts, who shall, upon receipt of them, remit in payment thereof to each superintendent his warrant upon the State treasurer for the amount certified to be due him. And the auditor, in making his warrant to any county for the amount due it from the State school fund, shall deduct from it the several amounts for which warrants have been issued to the county superintendent of said county since the next preceding apportionment of the State school fund.—*Approved June 26, 1865.*

SUNDRIES.

Niagara Falls can hereafter be visited without the constant interference of offensive proprietors. The State of New York has purchased the Falls and a portion of the adjacent territory, and henceforth tourists can look upon this seventh wonder at their own sweet will.

The nation's great men, as recorded by the following committee, appointed by the *Graphic*, consisting of Gen. Alexander S. Webb, David Dudley Field, Gen. Thomas Ewing, Judge George H. Yeaman, Chauncey M. Depew, and J. H. Beard, are as follows:

1. Benefactors—Washington, Hamilton, and Lincoln.
2. Writers—Irving, Emerson, and Hawthorne.
3. Soldiers—Washington, Lee, and Grant.
4. Orators—Webster, Clay, and Patrick Henry.
5. Poets—Longfellow, Whittier, and Bryant.
6. Artists—Gilbert Stuart, Quincy Ward, and W. W. Story.
7. Statesmen—Hamilton, Webster, and Lincoln.

Far more wonderful than the powers of the human frame, are the capabilities of the mind and soul. There are other kinds of growth than growth of body; and hand in hand with all development of higher powers for the teacher, is growth in teaching. There are growing teachers, and teachers who have ceased to grow. Some teachers have been engaged in the work for years, but have not made the least progress in the art. They had certain knowledge when they had commenced; they have the same now, but no more. They have no new ideas on the subject of illustrating lessons, upon securing attention, or upon keeping order; and, saddest of all, they have not advanced a particle in learning to secure the love and confidence of children. They have not grown, and in all that pertains to teaching they are still babes; we do not say dwarfs, because that implies the impossibility of further growth, and it is always possible for the backward teacher to realize deficiencies and begin to grow anew.—*S. S. Times.*

VARYING A READING LESSON.

Cut from some newspaper or magazine a narrative story that is interesting, and not too difficult for the class to read as easily as they would the regular lesson in the reader. Select all the difficult words in it, and copy them on the blackboard, to be pronounced and defined by the class. If there are names of persons in the story, put those on the board also, and everything else which could be made a profitable study.

Divide the story into as many paragraphs or parts as there are pupils in the class, and give each a scrap cut from the paper, and require him to study it carefully. Of course he will have no idea of its connection with the story.

Recitation time comes. Spend the first part in reading what they were to prepare from the board. Then have the class commence reading, requiring them to so arrange the paragraphs given them as to make good sense. The pupil who has the scrap on which the subject of the story is written, begins to read. The others read whenever they see their paragraphs are needed to make good sense, and so continue until the narrative is completed.

Care, however, should be taken at first to cut the story in such a way as to have the connection easily seen; but after they have had some experience, the work should be gradually made more difficult. The teacher should always have a copy of the complete story, so as to be able to prompt the pupils if necessary. After the pupils have put together the whole tale, call upon some one to tell it again in his own words. For the next reading lesson require them to write the story from memory. The papers should be taken charge of by the teacher, all mistakes underlined, and the same corrected by the pupil.

The exercise obliges them not only to understand what they have to read, but it is also a good language lesson. Pupils like such a lesson; it requires them to give the closest attention to every paragraph read, also to observe the plot of the story, or they will be unable to read when their "turn" comes, to tell what has been read, or to write it out afterward.—*C. W. Crossley.*

ILLINOIS SCHOOL JOURNAL

A MONTHLY EDUCATIONAL MAGAZINE.

PRICE, IN ADVANCE,.....$1.50 *A YEAR.*
IN CLUBS OF FIVE,.....$1.25 "

JOHN W. COOK AND R. R. REEDER,
EDITORS and PROPRIETORS.

NORMAL, ILL., AUGUST, 1885.

Entered as second-class matter in the postoffice in Normal, Ill., for transmission through the mails.

The recent amendments to the school law are causing some anxiety, in a few of the counties in which superintendents have been putting in full time. The duties of the office have been materially increased, while the assistant feature of the bill is not mandatory. County boards that have been too wise to cripple the office heretofore will not, we think, hesitate to furnish sufficient help for the full discharge of its duties under the new law. All honor should be awarded to those boards that have recognized the wisdom of a generous policy in the management of the educational interests of their counties. We believe that they will not be found wanting in meeting the added requirements of the position.

Every person who knew the lamented Henry B. Norton, of the San Jose (Cal.) normal school, will unite with us in expressing the sincerest sorrow at his untimely death.

It is difficult to avoid an appearance of extravagant eulogy in any attempt to estimate his character, his scholarship, his power as a teacher, and, above all, the rare quality of the personal influence which he exerted upon those with whom he was in daily contact. As a public lecturer, he was in constant demand. Felicitous in expression, full of poetic inspiration, fearless in uttering his opinion, and stirred to the depths of his nature by intense moral convictions, he moved his hearers as few others could.

When a student in the Illinois State normal school, of which he was an honored graduate, he was always called "the Sage," because of the extent of his knowledge. When he had added to his early attainments the accumulations of twenty-four years of laborious research, it is not strange that the title conferred upon him by his admiring fellow-students should have returned to him in the wealth of his rounded manhood.

His grave is on the shore of the great western ocean, but in his rich personality he lives in the hearts of the early friends who knew him but to love him.

The next meeting of the Southern Illinois Teachers' Association will be held in Greenville, August 25–27. County Superintendent P. C. Reed, of Bond county, has issued the following card:

GREENVILLE, ILL., July 4, 1885.

Referring to the fact that the Southern Illinois Teachers' Association will meet in this city on the 25th, 26th, and 27th of August, I desire to assure you that the people of this city, and the teachers of this county, will spare no pains in making your attendance both pleasant and profitable.

Please use your influence with the teachers in your county towards making this meeting the best one ever held in Southern Illinois. Committees will be at each train to assist in procuring boarding places.

Please notify me of your intention to be with us.

P. C. REED,
County Superintendent of Schools.

Our friends will not find fault with us if we suggest that they should secure a larger attendance this year than last, or abandon the effort to have a summer meeting. Twenty-five or thirty members will find it burdensome work to foot necessary bills, etc.

Last year's meeting had several admirable features, and it was a source of sincere regret that the great throng for whose benefit the meetings were planned, were conspicuous by reason of their absence.

Is it possible that some well-meaning principals are overlooking very serious evils in the schools under their charge? It often happens that pupils come from a distance, and, in consequence, bring their dinners. It has been the custom in some instances, possibly most, to require all who remain during the noon intermission, to spend the time that the teacher in charge is absent, in some designated room. In such cases, is there not absolute peril to the characters of the children?

We are well aware that some principals, who have been accustomed to make such disposition of the children, will be inclined to ridicule

the fears that are here expressed. But it will be wiser to assure themselves that their confidence in the pupils is not misplaced.

If we have not been misinformed, there are localities in the State where such a practice has resulted in the grossest demoralization, and where the evil was discovered by the fact that pupils living only a block away petitioned for the privilege of bringing their dinners. If parents had known what was going on, they would as soon have consented that their children should spend an hour a day in a pest house.

Eternal vigilance is the price of several things, and it is our sincere conviction that the practice alluded to should be stopped *in all cases.*

The telegraph has flashed the news across the world that the Great General has at last succumbed to the dreadful disease, against which, for so many months, he fought with the same stubborn persistence that he manifested when hammering at the gates of Richmond.

The martial figures of the war are disappearing one by one. Henceforth they live in history only. It is hard for the youth of to-day to understand that the coming centuries will place the familiar name of Grant by the side of Bonaparte, Hannibal, and Cæsar.

As a soldier his fame is secure. He furnishes another striking illustration of a military genius whose latent energies slumbered unrecognized until aroused by the shrill clarion of war. Simple, unobtrusive to a degree amounting to diffidence, with none of the commanding majesty of form or manner with which the historian loves to clothe his heroes, he yet possessed the essential element of greatness—mastery.

Orators will rehearse his achievements, flags will droop at half-mast, bells will toll his solemn requiem, while the nation pays her tribute to departed greatness; but the most significant feature of his career is the fact that he is mourned in all parts of a reunited country from which the bitterness of sectional strife, and all the old prejudices of two hostile civilizations, are rapidly disappearing.

His work is done. In the long gallery of the immortals the silent, pathetic figure takes his place, glorified by the brilliancy of his matchless deeds and hallowed by the infinite tenderness of human sympathy.

In most communities there is a commendable degree of care observed in selecting teachers of high moral character. It is a significant fact that teachers whose morals are considered somewhat lax, find great difficulty in securing and holding positions. That is as it should be. If principals are fond of billiards, races, and an occasional dram, and are frequently seen emerging from a saloon, or if they choose for their familiars men whose practices are known to be immoral, they ought not to complain if public sentiment demands their reformation or that they shall "move on."

There is another employe about the school, however, that public opinion is less fastidious about, and that person is the janitor. His credentials must be satisfactory respecting industry, neatness, etc., but the weightier matter is too often overlooked. This is a serious blunder. His relations are frequently more intimate with the boys than are the principal's. They are less guarded in their expressions and general conduct in his presence, and will take prompt advantage of any disposition on his part to "keep mum."

Whatever else may be true of him, he should be a man of the highest moral character, and one who will give to the principal the advantage of all that he is able to learn about the pupils' practices and sentiments, from his observations.

Bad boys often unite to make his position a very uncomfortable one if he shows any disposition to "tell," and many janitors lack the moral courage necessary to face such opposition. Parents, too, are generally more willing to believe their children than to accept any story that the janitor may tell, especially if such a story reveals a mass of hideous corruption where all was supposed to be fair and healthful.

Principals should put their janitors on the witness stand, and should put them there frequently. If they manifest any reticence, there should be the most searching examination of all the conditions of the out-door life of the pupils; such an examination may disclos

facts that will bring the blush of shame to many a parent's face, and cause the principal and the community to curse themselves for their blindness. We are not alarmists, but we *know* enough to excite serious apprehensions.

Clean up the alleys!

The Society of School Principals held its annual sessions in Methodist Church Block, Chicago, according to programme. The first session was held in the lecture room, but the large additions the first forenoon obliged an adjournment to the auditorium for the subsequent exercises.

Supt. A. G. Lane welcomed the society to the city in a few pleasant words.

President Wilkinson's address was a discussion of the needs of more attention to the physical culture of pupils. State Superintendent Holcomb, of Indiana, addressed the society in the afternoon, on School Economy. He asked the indulgence of his hearers on account of his inability to find time for suitable preparation. We hope that we shall not be considered wanting in the courtesy due our distinguished guest if we express the opinion that such a request should not have been necessary. Much was expected from this exercise, but the expectations were not fully realized.

The discussion was opened by Miss Raymond, of Bloomington, and was continued by Supt. Lane, of Cook county.

The paper on Psychology and Teaching, by Supt. Greenwood, of Kansas City, attracted a good degree of attention. It was discussed by Supt. Dougherty, of Peoria, and W. H. Ray, principal of the Hyde Park high school.

J. W. Stearns, professor of pedagogy in the Wisconsin university, was present, and, in response to a call of the audience, continued the discussion of Supt. Greenwood's paper. His little talk of ten minutes put him on the best possible terms with his hearers, and raised their expectations several degrees respecting his paper of the next morning.

On Thursday morning Prof. Stearns read his paper on Moral Education. We regret our inability to present it in full. It will probably be available before long, when we shall take pleasure in publishing it. It was generally conceded to be the most acceptable exercise of the meeting. The speaker's list of admirers is increased by the number present.

We present herewith a summary of the paper:

I. That the moral education afforded by the school is all pervasive, found properly in the teaching of every class, in the general arrangement, above all in the management and discipline of the school, the supreme purpose of which ought to be to form character.

II. That the effect is limited, not only by the nature of the pupil, but by the tone and tendency of surrounding social life.

III. That this morality is secular, enforcing principles which have been demonstrated by human experience, and underlie social order, thus leading to religion through a recognition of the moral order of the universe.

IV. That the elements of this work are: 1. The formation of right habits. 2. The inculcation of fixed principles. 3. The development of moral judgment.

V. That these are accomplished together by instruction and management, whose constant aim is to reach the intelligence and conscience of the child, and bring him into vital sympathy and co-operation.

VI. That the fundamental virtues to be cultivated are: 1. Justice. 2. Honesty. 3. Industry. 4. Prudence. 5. Reverence. 6. Courage.

VII. That success in their cultivation is conditioned upon the character of the teacher, the maintenance of the right relations, and other proper direction of public opinion in the school.

VIII. That formal lessons in morals are valuable chiefly in the primary school and altogether subsidiary in importance to the general spirit and aim of the teaching thus outlined.

The paper was discussed by J. W. Cook and Prof. S. M. Inglis.

President Pickard was received with great cordiality by the audience. His paper on the Relation of Superintendent, Principal, and Teacher, was a thoroughly characteristic discussion of the subject, and was full of rare good sense, and of that genial, helpful spirit that always marked Supt. Pickard's relations to his subordinates.

O. T. Bright, of the Douglas school, discussed the paper. Considerable amusement was created by a breezy little speech by Mrs. Young, principal of the Skinner school, in which she took issue with some of Mr. Bright's propositions.

The following resolutions were adopted:

Resolved, That the thanks of this Society of School Principals be tendered to the proprietors of the Sherman House, and to the officers of the various railroads, for reduced rates, whereby the pleasure and profit of the present meeting have been enhanced.

Resolved, That our thanks are hereby gratefully acknowledged and cordially tendered to J. W. Holcomb,

state superintendent of schools, Indiana; Supt. J. M. Greenwood, Kansas City; Prof. J. W. Stearns, Wisconsin state university; and President J. L Pickard, Iowa state university, for their able, instructive, and timely papers, which have contributed so largely to the interest and profit of this meeting.

Resolved, That we gratefully acknowledge the very handsome manner in which the recent legislature made suitable provision for the rebuilding of one of the State normal schools, and for the support of both of them.

Resolved, That we recognize in this provision by the legislative body of our State the favor with which the *people* regard the public school system.

Resolved, That we recognize as the primary need of our school system, greater facilities for training teachers for the public schools; that we consider that the duty to furnish the facilities for such training rests upon the State; that we urge upon the State the establishment, as soon as practicable, and the maintenance of such a number of schools for the preparation of teachers as may be required, in addition to the normal schools now maintained by the State; that we urge this as a measure of wise economy, as a measure essential to the best growth of our schools, and as an act of simple justice to the children whom the State assumes to educate.

Resolved, That we endorse the objects of the Illinois Reading Circle, and most warmly commend it to the teachers of the State. We believe by a rightful appreciation of its purposes and an earnest effort on the part of the teachers to carry out the same, highly beneficial results would be obtained, a greater professional pride awakened, a broader culture gained, and a better understanding of the principles and methods of teaching secured.

Respectfully submitted,

J. H. FREEMAN,
ALFRED KIRK, } Com. on Resolutions.

We find that the list of officers for the ensuing year is not at hand. We will give it next month.

BOOK TABLE.

THE FIRST SIX BOOKS OF THE AENEID, WITH NOTES BY EDWARD SEARING, A. M. THE BUCOLICS AND GEORGICS, WITH NOTES BY HENRY CLARK JOHNSON, A. M., LL. B. A. S. Barnes & Co., New York and Chicago.

Searing's Virgil comes to us in a new dress, and one, too, that is most becoming. In the quality of paper, in the clearness of the type, and in its binding we do not see how the present volume could be much improved. The annotator tells us that the plan of including in one volume all the works of Virgil is the result of his belief that many a pupil is kept from a further study of Latin by the cost of obtaining the different texts and so, to obviate this difficulty, he has placed in one volume the Aeneid, the Bucolics, the Georgics, a special lexicon, and Prof. Taylor's questions on the first thirty-three lines of Book I. The whole is preceded by a map.

This last is the only poor specimen of the publishers' work in the whole volume. It is decidedly inferior and there can be no excuse for inserting such an example of "what not to do" when such excellent maps as those of Ginn & Heath can be had so cheaply. The annotator returns to the old way of placing notes at the foot of the page as Cooper did fifty years ago. This order, so far as we remember, is not now followed by any other standard text, and it reminds us vividly of that old leather bound volume of Cooper's Virgil, once so common, but now so seldom seen.

Searing says, in speaking of this point, that whatever its disadvantages, its advantages so far overshadow them that he has no hesitation in pronouncing his method the best. In this view he would hardly find many to support him. The refutation of his assertion is found in the many texts of Virgil without foot-note annotation. We read Virgil to read Virgil and not to be filled up with this or that grammatical reference. Besides, it destroys, or at least injures, habits of independence in translation. The redeeming feature of these foot-notes is the well-executed wood cuts illustrating the text. This, it seems to us, is a better position than at the end of the volume.

The Georgics and Bucolics are annotated by Prof. Johnson, of Lehigh University, and the work seems to have been done in an acceptable manner. It certainly is desirable that these minor poems should be brought within the notice of the reader of the Aeneid. The vocabulary takes as its basis Prof. Searing's in his former editions of the Aeneid, and very sensibly makes no display of philology or of Indo-European roots. It would be almost an impossibility for no omissions to occur, yet we judge the work to have been well done. Next comes Dr. Taylor's questions on the first thirty-three lines of the Aeneid. We had thought that those questions were defunct, but not so. Think of squeezing all the pleasure out of a pupil by asking him ten questions or thereabouts to every word used. When a scholar gets to Virgil he should read *it* for *it* and not for the drill-book processes of Cæsar. And besides, the pump-handle question is not absent, e. g., "Will it convey the right idea in English to translate *reliquias Danaum* 'the remnants of the Greeks', or has the genitive here a subjective force, 'those left or spared by the Greeks?'" This reminds me of my college professor. He would say: "Now, if so is so and so is so, is so so, or would you not *rather* say that so is so." Of course our so-sos were always just right for who could help getting a ten? Next an excellent fac-simile of verses 24 to 44 of the sixth book of Aeneid taken originally from the manuscripts in the Vatican. It seems to be a feature of excellence. The references are to Allin & Greenough, Gildersleeve, and Harkness. While in some particulars this volume might have suited us better, still we judge it to be secure in a large scale, and that it will obtain its due proportion of admirers. The publishers say nothing of the teacher's interleaved edition. Has the increased size of the book rendered that useful feature impossible?

H. J. B.

A NEW ELEMENTARY PHYSIOLOGY. By Richard J. Dunglison, M. D., author of a new "School Physiology," "Practitioners' Reference Book," editor Dunglison's Medical Dictionary;" and "Sec. of the American Academy of Medicine," etc. Porter & Coates, Philadelphia, Chicago, New York, Boston.

Especially prepared to show the effects of alcohol and tobacco on the human system.

A new Elementary Physiology has appeared, written expressly for children of intermediate and grammar grades. The book has 208 pages, and is admirably illustrated.

The seven great topics in physiology are discussed in a brief, clear, and convincing way, and the hygiene of each tersely stated.

The treatment of alcohol and narcotics constitutes an important feature of the work.

The cautions and advice here given are words of wisdom gained by the experience of a practicing physician.

The Union School Furniture Company, 180 Wabash avenue, Chicago, is sending to its friends, with its compliments, copies of "Teachers' Memory Gems," published by Donahue & Henberry, Chicago.

It is neatly bound after the fashion of the "Red Line Series," and contains a large number of selections from English and American authors, all of which are suitable for memorizing. Blank pages are bound with the text, and may be used for notes in connection with the work.

This little volume came to hand after the article on "General Exercises," in the present number, had been prepared, or it would have received merited mention there.

On page 7 will be found a biographical outline, to assist pupils in the preparation of sketches.

The publishers announce books for pupils' use in the same connection.

Pupils' Memory Gem Books at $1.20 per dozen, or half-size at 60 cents per dozen.

LESSONS IN MATHEMATICAL GEOGRAPHY, with Introductory Exercises in Form. By Silas Y. Gillan, Principal of High School, Danville, Ill.

This is a pamphlet of 36 pp., and is intended for the use of teachers.

It begins with a lesson on the Cube, reaching certain conclusions in regard to the faces, edges, diagonals, etc.

Lesson II discusses the geometrical definitions involved in the first lesson.

Lesson III is a most admirable presentation of Sections and Solids, and illustrates a method of detaching the mind of the pupil from the concrete in order that he may enter upon the work of imagining.

Lesson IV treats of The Sphere at Rest, and Lesson V of The Sphere in Motion. This concludes Part I, in which nothing has been said about the earth.

Part II is devoted chiefly to Mathematical Geography. A list of test questions, "a few curiosities," and a couple of lessons on The Land Survey, are added.

This is the best presentation of the subject that we have seen. Indeed, we know of nothing to compare with it. It may be obtained for 25 cents by addressing the author.

THE MAGAZINES.

The July CENTURY contains a number of articles that will especially interest the teacher. Among them are: George Eliot's County; Social Life in the Colonies; The Gate of India; Frank Hatton in North Borneo; and the War Articles. These are: McClellan's Change of Base, by Gen. D. D. Hill; Rear-Guard Fighting at Savage's Station, by Gen. W. B. Franklin; The Seven Days' Fighting About Richmond, by Gen. James Longstreet.

A brief article from George Bancroft, "A Few Words about Henry Clay," is full of interest.

Dr. Holmes' Two Anniversary Poems are the most striking feature of the ATLANTIC for July. One is addressed to James Russell Lowell, and was delivered at the last Harvard Commencement; the other is "To the Poets who only Listen," and was read at the recent Phi Beta Kappa Dinner at Cambridge. Both are charming. There is some more unusually excellent poetry by Edith Thomas, Andrew Hedbrook, and Kathleen Wright. The New Portfolio has developed a startling incident, Mrs. Oliphant's story is on the eve of its *denouement*, and Miss Murfree's Prophet of the Great Smoky Mountains comes to a strangely pathetic ending. Warner's On Horseback is continued, and is amusing enough. The three more solid articles of the number are The Port Royal of Mere Angelique, by Maria E. MacKaye, Should a College Educate? by E. R. Sill, and a critical article by Harriet Waters Preston, on Miss Ingelow and Mrs. Walford Philander Deming has a characteristic tale to tell, Wong Chin Foo relates The Story of San Tszon, a legend of Buddhism, and there is a pleasant little conceit about Shakespeare. Reviews of Ormsby's Don Quixote, Stepniak's book on Russia, Pater's Marius, the Epicurean, Hutton's and Walford's books on London, an unusually lively Contributors' Club, and minor criticism, finish a number which is up to the ATLANTIC'S usual standard.

PERSONAL.

Of course Gastman remains at Decatur.

George Howell goes from Loda to Lena.

C. I. Gruey continues his work in Sandwich.

W. L. Steele succeeds M. Andrews, in Galesburg.

Dr. E. C. Hewett is summering in Massachusetts.

A. C. Rishel remains in charge of the Paxton schools.

D. H. Chaplin and Fred Smedley remain in El Paso.

Will Jenkins is a permanent fixture in the Blackstone, at Mendota.

M. W. Utz leaves East Dubuque for the principalship at Mt. Carroll.

Aaron Gove, of Denver, recently visited old friends in Chicago and Normal.

Superintendent Brand, of Jo Daviess, is recovering from a tedious illness.

Mrs. J. A. Miller succeeds D. W. Reid as principal of the Normal public schools.

Lyon Karr, of the last class from the Illinois Normal, succeeds Mr. Howell at Loda.

Miss S. E Raymond was unanimously reëlected superintendent of the Bloomington schools.

Charles 1. Parker, of Oakland, is elected to the superintendency of the schools of South Chicago.

O. R Trowbridge, of the Normal University class of '85, goes to Lacon. Isaac Yoder, of the same class, goes to Chenoa

C. L. Howard, of St. Louis, but formerly of Shelbyville, has been called to Helena, Montana. At last accounts he had not accepted.

President Bateman, of Knox College, is taking needed rest at Sea Cottage, York, Maine. The genial doctor always takes his work along, however.

W B. Powell's successor is N. A. Prentiss, principal of the Aurora high school. Mr. Prentiss was for a time in charge of one of the Aurora churches, having been educated for the ministry.

Hon. C. A. Walker, the father of compulsory education law, is a member of the board of education in Carlinville. It is said he intends to have the law strictly enforced. Let us wait and see.

Mrs. Laura McElroy, who has taught very acceptably in the Girard schools for several years past, has been elected to teach in the schools of Niantic. Her many friends regret her departure from this county.

Mr. Herbert Berry will have charge of the Nilwood school next year at a salary of $65. Miss Addie Burnett, one of the most successful of the Girard teachers, has the first position and Miss Laura Byers the second.

I. H. Brown, who for several years has been in charge of the Edwardsville schools, goes to Columbia, Mo , to take charge of the public schools. He is succeeded by G. F. Miner, former principal of the Nokomis schools.

Nokomis has engaged the teachers for next year as follows: Prof. Edmunds, of Pana, principal; Miss Lena Rutledge, of Hillsboro, assistant principal; the other teachers are Misses Emma Scaler, Clara Nimms, Minnie Freeland, Mary and Ella Beck.

Virden makes no change in teachers except in the principal. Prof. W. M. Evans has been elected to that position at a salary of $100 per month. Mr. E. has taught two successful terms in Girard, and we can congratulate Virden in securing his services.

Some of the young people of Hillsboro have organized a literary society. The officers are: Mr. John V. Coale, president; James Colvin, treasurer; and Miss Bettie Coale, secretary. Their exercises consist of orations, select reading, declamations, and debates.

At Staunton, Mr. J. O. Kennedy was chosen principal at $85 per month; Mr. William Rodenburg, of Belleville, assistant. The other teachers are: Miss Eady Snell, Miss Emma Weber, Mrs. D. O. Hatfield, Miss Carrie Jageman, Miss Emma Wyatt, Mrs. D. Moore. The ninth department has been discontinued for the present.

C. F. Kimball, who has had charge of the Elgin schools for fourteen years, has resigned to accept the superintendency of the Springer school, in one of the suburbs of Chicago. The Elgin Board added three hundred dollars to Mr. Kimball's salary to induce him to remain with them, but he concluded to accept the new position.

Miss Julia E. Kennedy, of the Illinois Normal, will sail for Germany on September 2. She will remain abroad one year, and on her return will resume her former position. She has made a very enviable reputation for herself as an institute worker, by illustrating her methods with classes of young children that have never attended school.

STATE NEWS.

The following resolutions were adopted in the June meeting of the DuPage county teachers.

WHEREAS, The retirement of our esteemed fellow-teacher, J. K. Rassweiler, from the office of County Superintendent presents a fitting opportunity for expressing the esteem in which we, the teachers of Du Page county, hold him as an able, faithful and courteous Superintendent; therefore, be it

Resolved, That the thanks of this Association are due to him, for the able and impartial manner in which he has uniformly performed his duties as County Superintendent, and that we sincerely regret his determination to retire from the office.

Resolved, That he carries with him, on leaving the position he has so satisfactorily filled, the regard and good wishes of all who had occasion to be examined by him and otherwise transact official business with him.

Resolved, That the teachers of Du Page County regard his retirement as a loss to them, while they sincerely hope that it will prove a gain to him, and trust that his future will be as bright and prosperous as he can anticipate or desire.

The eleventh annual commencement of the Litchfield high school was held May 22. There were three young men and eight lady graduates. This was next to the largest class ever graduated from the school. The first honors of the class were carried off by Miss Nora Kinder, and the second by her brother, David Kinder. One of the most pleasant features connected with the close was the organization of the Litchfield High School Alumni Association. This association had a reunion on the evening following the commencement, and received in proper form the class of '85. The arrangements have been made to organize under the State law.

The essays and orations of the class of '85 have been published in pamphlet form. The school year closed has been one of the most pleasant in the history of the school.

BROWN COUNTY.

Our county institute, lasting two weeks, closed July 17. The attendance was good, and the interest marked. We have but fifty-eight schools in the county, and our enrollment during the institute was forty-eight—thirty-five ladies and thirteen gentlemen. No attempt was made to give academic instruction, but rather to present methods and conduct class recitations in primary and intermediate work.

The instructors were Prof. C. F. Kimball, of Elgin, and E. E. Rosenberry, of Mt. Sterling. The nature of the work was very practical, and the interest manifested by our teachers while receiving the instruction proves their determination to make it felt during the coming year Prof. Kimball is a man of wide experience, sound judgment, broad education, and forcible, pleasing manners. Never before have our teachers had the benefit of so able an instructor.

The attendance was confined mainly to the younger teachers of our county, and in them is our greatest hope for the carrying out of more rational methods of instruction. The time is not far distant when the old fossil must drink in new life, or withdraw from the field.

At the close of the session, the teachers passed a series of resolutions, in one of which they extended their heartfelt thanks to Supt. Geo. H. Lee, and Instructors Kimball and Rosenberry, for the able and faithful work done for the teachers. E. E. R.

COOK COUNTY.

The institute held at the Cook county Normal building from July 6 to 10, has been productive, we think of great good to the teachers of Cook county. Through the several departments of instruction, the teachers who have conducted them have awakened a great deal of interest. Supt. Lane has shown remarkable ability for the position of county superintendent, and the schools have made rapid advancement under his direction. Cook county is very fortunate in possessing for the head of its Normal school such a man as Col. Parker, who, himself overflowing with knowledge and enthusiasm of the great work of teaching, inspires all who come in contact with him He is assisted by his estimable wife, who impresses the teachers that come in contact with her of her thorough mastery of the subjects presented.

But there must be advancement in the educational interests of Cook county when we have such men as O. T Bright, Chas. I. Parker, W. W. Speer, Leslie Lewis, Mrs. Young, Mrs. Putnam, and Mr. Baker, as leaders in institute instruction

Mr. Bright especially is one of those honest independent investigators, who gives such experience as he has proven through actual practice in the school-room. We noticed several prominent educators from other states and counties attendant upon the institute; among others Mr. Hatch, of Moline, Ill., who presented several charts and drawings, showing what can be done by the teachers

and pupils themselves, if they try. R. B. Anderson, county superintendent of schools, from Perry county, Ill, was present. We say in conclusion, speed the good work. J. B.

FORD COUNTY.

Mr. and Mrs. Foreman continue at Melvin

F. E. Bonney enters upon his third year at Roberts. His work is appreciated.

Mr. H. H. Kilburn, of Granville, takes charge of the Piper City schools next year.

Mr. Hull, from Clinton, takes charge of the Gibson schools, vice I. O. Jones, A. B., A. M., who goes to Danville, Ill.

Mr. Clinebell, of Sibley, is refreshing himself and his purse by following the life insurance business. He is a very successful canvasser. Both he and Miss Wilson return to the Sibley schools.

The lament over girl graduates will not apply to Paxton. They turned out six boys and three girls on June 11. The town is growing; so are the schools. Next year there will be a primary room added, making eight rooms, with ten teachers. A. C. Rishel remains as principal.

Miss Mary Hudelson enters on her sixth year in a country school west of Loda. This is as it should be. In fact, all over the county there is a waking up to the fact that a continuous tenure of office pays. If the signs of the times may be trusted, Ford county is entering on a very prosperous school year.

The two weeks' institute, which closed July 17, was a decided success. Notwithstanding it was held in a place hard to reach by rail, it was more largely attended than any that preceded it, 95 being in attendance. The time was almost entirely devoted to principles and methods—work calculated to aid the elementary teachers in the school room. It is confidently expected that this institute will bear fruit all over the county next year, in greater enthusiasm, more thoughtful work, and better teaching.

At the close of the session a Reading Circle was organized, with thirty-five members. This number will be swelled to fifty or sixty by September from the teachers not in attendance on the institute. It is expected to use one hour at each of the monthly meetings of the association for the work of the circle. Local circles will shortly be organized. The officers of the County Circle are, A. C. Rishel, president, and Miss Maggie Cox, of Gibson, secretary and treasurer. A. C. R.

M'LEAN COUNTY.

Miss Lizzie Chamberlin has been retained as teacher of the Primary room, at Danvers, at a salary of $50.

Miss Nellie Fincham goes back to the Six Mile school, in Normal township, at a salary of $47.50 per month.

The Manual and Guide will be ready for distribution by August 10. Teachers will please call or send for a sufficient number to supply their Fifth Reader pupils before their schools open in the fall.

Mr. O. J. Condon, who has recently taken unto himself a wife, has been reëmployed to take charge of the Ellsworth schools, at a salary of $55 per month. This will be the third year for Mr. Condon in this school; in fact, it is the only school that he has ever taught.

There is a demand for good male, as well as female, teachers in this county, at a good salary. When the directors are not sure that they are getting a good teacher, they are not slow to ask the County Superintendent's opinion as to the fitness of a teacher. Why not?

The board of education of the city of Bloomington have asked their teachers to arm themselves with certificates, from the county superintendent, by November 14, at the farthest. The superintendent has set apart the 28th day of August for the examination of the city teachers and other teachers of the county who may wish to take the examination. The examination will be held in the Bloomington high school, if it can be secured.

Miss Adelia Henry has been reëmployed to teach the Grant school, in Dry Grove township, at a salary of $50 per month, the directors seeing that the school house is cared for Miss Henry is a graduate of the Wesleyan University, and has been employed to teach the above named school for the past five or six years, which speaks well for her as a teacher.

Query: Why do the directors of the Grant school not employ a new teacher every three months?

The following is a list of teachers who are to serve as principals in the graded schools of McLean county the coming school year: M. Jess, Lexington; W. H. Chamberlin, LeRoy; I. H. Yoder, Chenoa; J S. Wren, McLean; A. B Stevens, Saybrook; A. O. Rupp, Heyworth; J. H. Sipe, Gridley; Mrs. Jennie L. Green, Colfax; H. C. Dexter, Danvers; J. K. McGowan, Stanford; Jacob Brown, Towanda; Fred H. Lormor, Arrowsmith; M. V. Zimmerman, Belleflower; H. H. Peasley, Downs; Miss Louise Stillwell, Hudson; L. L. Bruck, Cropsey.

The McLean County Teachers' Institute closed its three weeks' session on Friday, July 24, with an examination of 230 teachers. The enrollment at the institute reached 285, enrolling none who attended the last four days of the drill The teaching force of the county, outside of the cities of Bloomington and Normal, is about 300, so you see, at a glance, that the teaching force of the county was pretty well represented at the institute.

The instructors were Profs. J. W. Cook, Henry McCormick, M. L. Seymour, Robert McCay, and Mrs. Alice S. Miller. Both the instructors and the teachers seemed enthusiastic and attentive during the entire session. The County Superintendent is confident that the teachers of the county have been greatly benefited by the drill just closed, and the fruits of it will show up in their teaching during the coming school year. This is the fourth institute that Superintendent Miller has conducted since his reign as superintendent, and it is encourging to him to know that the enrollment at his institutes has gradually increased each year. The first year he enrolled 142, while this year the enrollment shows more than a hundred per cent. of an increase over the first year.

Mr. Miller is frank in saying that the half-day sessions are much to be preferred to the whole-day sessions. He begins at 8 o'clock and closes at 12 M., thus making six recitation hours of forty minutes each His instructors and teachers are glad this is so; for the forenoon is the cooler half of the day, as a rule, and gives all a chance to rest during the afternoon, and *digest* what they receive during the morning session. "All work and no rest makes Jack a dull boy." This is an old, but true saying, and applies to the teacher as well as to Jack.

An all-day drill for three or four weeks is too much of a strain on the ordinary teacher, who has just closed an eight or nine months' school, and steps into the work of the institute. It is to be hoped that more of the County Superintendents will adopt the half-day plan.

THE ILLINOIS SCHOOL JOURNAL took the lead among many other journals which were exhibited at the institute.

SPRINGFIELD.

Examinations for positions in the city schools were held July 16, 17, and 18.

Mr. J. H. Collins, principal of the high school, is re-elected, with an increase of salary to $166⅔ a month.

Prin. N. B. Hannon is conducting a summer school of five weeks, and has more pupils than he can accommodate.

An annex of three rooms is talked of for the high school. The Stuart school is to be completed by the addition of four rooms; and also the McClernand school.

The County Institute was largely attended, and the teachers seemed greatly interested in their work, as indeed they must be to sit in hot, noisy, closely packed rooms, six hours a day, in the middle of July, with an examination to finish up.

Supt. Feitshans, in a valuable talk to the teachers, showed that the objects in teaching should be the development of the faculties, perception, memory, imagination, and understanding; to arouse as motives, curiosity, or desire for knowledge, love of the beautiful and wonderful, pleasure and healthful exercise of the mental faculties, pleasure of success, sympathy, and desire of approbation; and to cultivate the habits of continuous attention, careful observation, earnestness, promptitude, docility, teachableness, obedience, order, exactness, self-reliance, thoughtfulness, and self-control.

The following embraces the examination taken by the Springfield teachers, June 6:

LANGUAGE.

I

The value in language teaching of

1. Objects; pictures; conversations.
2. Copying reading lessons; dictation exercises.
3. Paraphrasing; composition.
4. Parsing; analysis.

II

1. Brief sketch of the origin and development of the English language.
2. What should be included in the language work of primary and grammar schools?
3. Primary object and importance of language culture.
4. Outline the language work of your grade.
5. What author, book, or magazine have you found best suited to supplement this work?
6. In what ways can pupils secure a copious vocabulary?
7. Give ten expressions you find necessary to correct most frequently in the school room.
8. What is the test that language work has been well done?

III

1. Punctuate: Education briefly is the leading of human souls to what is best and making what is best out of them and these two objects are always attainable together and by the same means the training which makes men happiest in themselves also makes them most serviceable to others. —*Ruskin.*
2. Syllabify, accent, and mark sounds: Monday, leisure, museum, carriage, excursion, ally, exquisite, aspirant, mediocre, granary.
3. Paraphrase:

"His nature is too noble for the world.
He would not flatter Neptune for his trident,
Or Jove for his power to thunder."—*Shakespeare.*

In the following:

Build *thee* more stately mansions, O! my *soul*,
As the swift seasons roll!
Leave thy low-vaulted past!
Let each new temple nobler than the *last*
Shut thee from heaven with a dome more vast,
Till thou at length are free;
Leaving thine out-grown shell by life's unresting sea!

4. Parse the words in Italics.
5. Analyze the last sentence.
6. Point out the figures of speech.
7. Scan the two first lines and tell the kind of verse and metre.
8. Difference of meaning in the words: (*a*) courage, bravery, fortitude, gallantry, valor, heroism; (*b*) gentle, tame, mild, meek.

TAZEWELL COUNTY.

Geo. Scott has the Morton school.

M. B. Ransdell, of Atlanta, will teach at Minier.

Prof. Matthews, superintendent of city schools of Pekin last year, has been elected to a similar position at Denver, Colorado.

In accordance with the desire of the teachers of the western and central part of the county, the institute will be held at Pekin instead of Delavan, as previously announced. The friends of education have consented to open their homes to the teachers. Supt. Allensworth will have the work in charge, with Misses Fenner and May, and Profs. John Tear and Silas Y. Gillan as assistants.

The teachers can avail themselves of the open air concerts in the court house square Tuesday evenings, during the sultry afternoons take a bath in the pool at the artesian well, go down the river on the Saturday excursions to Copperas Creek dam and the lock, where fish are easy to catch and mosquitoes are plenty, and enjoy the moonlight sail on the return. H.

LIVINGSTON COUNTY.

Supt. Ferris called the annual institute to order Monday forenoon, July 13.

The following officers were duly elected: President, County Supt. Ferris; Vice-President, H. D. Fisk, editor of *The School News*; Secretary, Allie Bennet; Organist, Lura Houseworth. After perfecting the organization, the meeting adjourned until afternoon.

The attendance the first day was larger than expected, and the many text and reference books in the hands of the teachers, indicated that they came to work. The sociability is a marked feature of the meeting There is none of that "big I and little you" feeling so often noticed at such gatherings. The county superintendent and the instructors are pushing the *practical*, and there seems to be a greater desire, on the part of teachers, for new ideas, simple methods, etc., that they can put right into the school room, than for text-book knowledge, obtained simply to secure a certificate. Supt. Ferris stated in the beginning that each teacher should provide himself with a note book, and that these books would be examined by him at the close, that the contents, if good, would be of value to all who intend to take the examination.

One new feature is the vocal music. This is conducted by Mr. Bovard, who is endeavoring to create an interest in singing in the common schools, and to stimulate that which already exists. Although this exercise begins at eight o'clock in the morning, a time when many would like to be engaged in study, every session is well attended. The goodly number in the science department, and the interest manifested, speaks well for the progressive spirit of our teachers. Mr. Carmichael may be the attraction, but a first grade certificate is more probably the incentive. Mr. Hubbard, in his earnest, energetic way, is working on the "bread and butter" branches: viz., arithmetic and grammar, and the teachers are getting more light on these two important subjects.

The writing reform is rapidly gaining ground in the county, and it is only a question of time when the copy-books "must go," and foolscap paper, blackboard copies, and rapid movement, will supply a long felt want. The talks and discussions at the close of each afternoon's session, have the right ring, and many little points are dropped that will have an effect in our school rooms next September.

The frequent and well attended meetings, the institutes, and the improvements in the school law, all show that the teachers are rapidly becoming a power. The press is coming to our support. The papers of our county heartily commended the school boards that increased the salaries of worthy teachers. Let us pull together; let us make every effort to be present at all meetings, and by honest, patient labor, place teaching high among the important professions of the land.—*The School News.*

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LOCAL NOTES.

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HOW DO WE GAIN KNOWLEDGE?

BY E. C. HEWETT, PH. D.

III.

In respect to what is made known to us by reasoning, we need to be certain on two points: First, that the foundation of our reasoning is correct; in other words, that our premises are true. Second, that our process of reasoning has been conclusive,—that we have violated no law of the human mind, that we have denied no intuition, in our steps. Thus, we may safely conclude that we have reached some truth that was hidden in our premises; but it is absurd to suppose that by any process of reasoning we can arrive at more than our premises contain. Pope truly says:

"Concerning God above or men below,
What can we reason but from what we know?"

Although I think we do sometimes know things by instinct, such knowledge needs to be dealt with carefully; it may be a fancy instead of real knowledge. Until it has been tested by reason or experiment, that is, until it has passed beyond the region of *mere* instinct,—it will not be safe to trust it implicitly.

Thus we have glanced at some of the fundamentals of thought, life, and action. Purposely, I have not stopped to enlarge or to illustrate to any extent. Nor do I propose to take time for any extended application. And yet the application belongs to all our thinking, all our conclusions, all our faiths, both in the lower planes and in the highest no less.

All the things that claim our belief and trust may be divided into three classes:

1. Those that are known, or can be known.

2. Those that are not *known*, but are probable in a higher or lower degree.

3. Those that are mere fancies or speculations.

It is a woful thing for us when these get mixed. The man who will not believe that the earth turns on an axis, and yet is ready to believe that the almanac can truly predict the weather for a year to come, is confounding these very things. One may be superstitious in his not believing as well as in his believing. For instance, here is one who looks upon belief in God as a superstition; he will not thus believe. According to the facts of the case, and the laws of mind, what then must he believe? Why, that this wondrous frame of things, with its mysteries of forces and growths, with its wonderful adaptations and plans, is the work of chance,—or, if he chooses to call it *law*, working without any intelligent ordainer,—I think it is a mere quibble on a word. I am not superstitious enough to believe as he must, whichever way he words it.

Let us walk firmly and confidently when we tread in the region of the known; let us use sound material and build carefully when reason erects her wonderful piles; and let us tread softly when we explore under the shadow of the infinite.

The matters that we have been studying are very elementary; but they have to do with the roots of things. We cannot neglect them with safety, whether we are planning the common, every-day business of this working world, or pursuing the paths of scientific research, or constructing our systems of philosophy and theology. Axioms, primary truths, the sources of knowledge, the laws of the mind's action,—right ideas of these and a right observance of them are fundamentally essential to safety, both in the lowest and in

the highest planes of thought. Such knowledge and such observance by common men, in the common affairs of life, is a large ingredient, if it is not the whole, of that useful, but indispensable, thing that we call *common sense.*

It is said that, on one of his forced marches, Napoleon with his advanced guard found himself on the bank of a bridgeless river, that must be crossed, but was too deep to ford. Turning to his chief engineer, he said, "Tell me the breadth of that stream."

"Sire," he said, "I cannot; my instruments are with the baggage, and that is ten miles in the rear."

"Measure that stream instantly," was the reply.

"Sire, do be reasonable."

"Measure that stream at once, or lose your office."

The engineer stood erect on the bank, drew down the visor of his helmet until it just touched the opposite shore. Then, still erect, he turned on his heel until he noted the point at which the visor touched the bank on which he was standing. He now paced the distance to the spot, and then said, "Sire, the river is about so many feet wide." He was promoted.

With his instruments the engineer could have reached a more *exact* result, no doubt; but the principles involved in the survey would have been the same. So, with the man of common affairs of life, and the trained scientist, or philosopher, or theologian, in their fields, the latter, with their more perfect instruments, may arrive at more accurate results than the former, with simply his common sense. But, both work well by the same general, simple, fundamental truths and principles.

And this must be true for all sound work, however far it may reach; it can never safely ignore the first simple principles, that can be grasped, and are grasped, by the common sense of the sane but untutored mind.

The tree that climbs the highest, and lifts its leaves most freely in the air and in the sunshine, must have its roots firmly in the lowly earth. The lark, whose swift flight is the loftiest, and whose floods of melody descend like heavenly music, even when the singer has passed from sight, builds its nest in the grass.—*N. E. Journal.*

A VISIT TO AN IRISH SCHOOL.

BY S. B. WADSWORTH.

Before leaving Ireland, about two years ago I ascended the bold hill in the city of Queenstown, to look out over the western ocean towards my native land. While traveling along one of the streets that was lined by old low, dilapidated buildings, I heard a rumbling noise somewhat like the hum of bees. As I drew nearer, I recognized the voices of children. I soon reached the open door, whose threshold was the stone sidewalk, and saw within a typical Irish school.

The floor was of dirt and scattered pavement stones. The benches for the pupils were simple slabs with legs driven in. The ceiling was low, the walls blank and dismal, and the little boys and girls were standing and sitting in all parts of the room studying their lesson aloud.

The lesson at hand, and I think I should also say at mouth, was in spelling. Every one seemed too busy to notice a stranger. The teacher stood in one end of the room, and the children were constantly running to her, one by one, to learn the pronunciation of words in the lesson. Each one approached her with perfect confidence and due respect, accosting her with a military salute and retiring with a bow and "thank you mam." Each one seemed interested in what he was doing and interested in nothing else at the time. There was present in the very atmosphere of that room that general respect for each other, which is necessary in the successful work of any school.

The school was situated in one of the poverty districts of the city. The teacher was running the school on her own responsibility. She rented the room and taught pupils at a certain rate per quarter. She had no desks, no apparatus, no blackboards, no school conveniences of any kind, and the pupils had no books except the spelling-book and testament.

It appears to us as though nothing could be accomplished in such a school, yet I verily believe that if the good Queen would support even such a school, within the reach of every child in Ireland, the insurrectionary spirit of Erin's Isle would receive its death-blow.

Those children were taught obedience to law and courtesy to mankind,—the most essential elements in the government of any people. We sometimes, yes, often, make these elements of character only objective points in the government of a school. They should be the objective points in the lives of men and women.

Especially in America are young people likely to disregard the principles of strict and uncompromising obedience. We question the authority of every one. Liberty is the song of our infant slumbers and the watchword of our daily walks. Girls question the knowledge of their mothers; boys question the wisdom of their fathers; young men and young women question the authority of those who care for them; consequently we need to teach obedience as a habit of life.

True courtesy is also a habit of life, and not a practice to be enforced by legislation or government. Whatever is to be imposed as a part of morality, must be simple and easily understood, and must not be burdensome. It must appeal to the higher sense of honor and not be imposed as a duty, or it will lose its inherent beauty and be shorn of all of its generous manifestations. Courtesy appeals to one's manhood and not to the law of the land.

Our knowledge of the higher acts of courtesy should be more ample, especially as society is bound to enforce a compliance. Rules cover but a small portion of the groundwork, yet the value of rules must not be overlooked. The very desire to be courteous will place one in a ludicrous position if he does not know what ought to be done.

In that simple school, among those simple people of Ireland, there is something to be learned. We are too often drawn from the path of duty by glittering generalities or selfish interest, and, like Napoleon I, we overrun the common interests of humanity while trying to conquer the world.

It is all right to aim at the development of the reflective powers, the imagination and the observation of young people, but, while we are doing this, we must not forget those other elements of social and political life,—courtesy and obedience. We should not forget them to-day, to-morrow, nor next week, nor ever, for they are a matter of habit that each day and each hour strengthens and develops.

I left the door of that homely school room a wiser man for having been there. I learned more than I did by visiting Oxford. I learned *to do* with *less*. I also learned that the true elements of education lie at the very bottom of simplicity; that the very contact of child-life with its teachers constitutes its education for society and state.

PRIMARY TEACHING.

BY MRS. H. CLARK.

II.

DEFECTS OF THE WORD METHOD.

The word method has the advantage of awakening interest by giving directly name words, active verbs and their direct modifiers, with which pupils are familiar in their spoken vocabulary. Beyond this, as a method of teaching reading, it is a manifest failure.

First, because it is uncertain. Its learners use indiscriminately *here*, *there*, and *three*, *likes*, *takes*, and *makes*, *could*, *would*, and *should*, and many other words having similarity of form.

Second, because it is superficial. The learners are acquiring little power to find out new words.

I have seen a statement from a teacher that pupils learn the alphabet with the first fifty words, but of twenty-four pupils who came to me last September professing familiarity with the Independent First Reader, only four could read a sentence in which the most difficult words were *spot*, *toss*, *stick*, and *pond*. Eight others could grasp an idea, clothe it in their own language, or transpose and remodel the language of the author to suit their individual tastes, and run away with it quite glibly. The remaining twelve could do absolutely nothing outside of one book.

The *Practical Teacher* for October, 1884, says: "All idioms should be learned in the oral language." Just there the matter is presented in its true light, and just there is where the method begins to degenerate into the rote method. All this is a burden under which second and third grade teachers are groaning, some knowing and others not knowing

the method is modern and popular, rather than because it is approved by the judgment.

Third, the method involves eventually a loss of time to both teacher and pupil, and therein a loss of money to the community. Take, for example, thirty-three idioms given in the October number of the *Practical Teacher*. Try an experiment. Bring the dolls and fans and all other possible ingenuities and appliances to bear upon the teaching, and tell me if it will not take longer to teach them than to teach the alphabet, which gives the key to 115,000 words. Again, on the question of time: "Each word is learned by repetitions of acts of associations, and when the pupil loses interest in a repeated sentence the word must be repeated in a great many different sentences."

Fourth, the method is open to the objection of monotony, which is always urged against the alphabetic method. Don't deceive yourselves, friends. It will come with tooth-picks, beans, and fans, and with the ever-recurring question, "What is this?" as surely and as readily as with alphabetical and numerical drill.

Fifth, pupils taught by this method cannot be advanced as rapidly in the second and third grades as those taught by the alphabetic method. I speak from an observation of ten consecutive years in a school of two hundred pupils, where the accessions were from different cities and states, and from all grades of private schools in the city.

By this time "Old Fogy" is flashing athwart the mirrors of human countenances. Well, for the sake of advancing my pupils, for the pleasure my successor will find in advancing them, for their memories of my faithfulness to them when I shall have passed the gates of mortal being, for the sake of all that is true, and right, and honest, to my pupils, my patrons, and my God, I cannot count a word learned that is not alphabetically and phonetically learned.

Closely allied to this method is the old-fashioned, much-abused, oft-rejected practice of oral spelling, which will next be discussed.

"Quarrel," a little school girl parsed, "is plural." "Why?" "Because,—why, it takes two to make one."

A TRIP TO EGYPT AND THE PYRAMIDS.

BY E. L. WELIS.

FROM ALEXANDRIA TO CAIRO.

III.

We went from Alexandria to Cairo, a distance of 131 miles, by railroad. At first our route was along the shore of Lake Mareotis, which is a salt marsh thirty miles long and fifteen broad, separated from the Mediterranean by a narrow isthmus of sand. Its bed is but a few feet below the level of the sea, and it had been dry for three hundred years, until in 1801 the English cut a channel across the isthmus and overflowed it with water from the Mediterranean as a strategic operation against the French.

Vast numbers of pelicans, wild ducks, and other water fowl were wading or swimming in its shallow waters, or flying in clouds over them.

We soon crossed the narrow desert strip of the Mediterranean coast line of Egypt, and in two hours after leaving Alexandria we were fairly in the delta of the Nile, which is a deposit of Nile mud, and of extraordinary fertility. Crops are raised all the year round, except when the soil is covered with water from the inundation of the Nile. Three crops are generally raised each year on the same land. Grass, barley, wheat, lentils, maize, rice, sugar-cane, indigo, cotton, flax, dates, and beans, are the principal productions of the soil. The grass and grain are cut with sickles, the natives sitting on the ground while at work. This journey was made on the 5th of April, just the beginning of barley harvest, and the weather was quite comfortable.

The growth of everything depends upon the irrigation of the country. The waters of the inundation are kept back in reservoirs and canals, and afterwards distributed in channels, dividing and subdividing so that every rod of land in their vicinity can be watered. Wells are dug to the level of the Nile, and the water is lifted to the surface and distributed over it in the same manner. A few steam engines are used for pumping the water. Occasionally in the Nile is a large wheel turned by the current, and the floats being

hollow a quantity of water is raised and turned out into troughs that convey it to the land.

The sakieh is seen everywhere. A camel, a buffalo, or an ox treads around a beaten track, and turns a set of clumsy, creaky, wooden cog wheels, to which is fastened an endless string of earthen vessels that carry up the water and empty it in a trough a foot or more above the surface of the ground.

But the most common is the shadoof, which is a rude machine, consisting only of two upright palm sticks with a cross-bar tied to them, and a long pole like a well-sweep fastened to the bar and having a lump of clay or a stone fastened at one end, and a broad wicker basket or bucket at the other. For hundreds of miles up the Nile the shores are lined with these shadoofs; and back from the river as far as the fertile lands extend they are to be seen in vast numbers;—men, women, and children, naked, or nearly so, spending the most of their lives in drawing water to irrigate their lands. A simpler machine often seen is a broad bucket, to which are fastened two short ropes. Two persons take the end of the ropes and swing the bucket into the water and upwards with a side movement throwing the contents into a channel upon the land.

Camels, buffaloes, oxen, and cows, were drawing the rude wooden plows of the country, scratching,—as if with a large harrow-tooth,—the ground as they passed over it. Frequently a camel and an ox, or a buffalo and a cow, were seen yoked together. There are no fences, and the camels, buffaloes, and other cattle feeding, were tethered, or herded by the children.

There are no wagons or carts; the crops of all kinds are transported on the backs of animals. Many people were traveling on the roads by the line of railroad, on foot, on donkeys, and on camels, ten or a dozen of which were frequently fastened together in line by ropes. At Tantah an annual fair is held in April. Many thousands were encamped there in tents and without tents, and as many more were on their way to the town.

The fellahin, or peasantry, all live in villages, on slight rises of ground, or on elevations caused by the ruins of other towns. Their low houses are built of mud, or the walls are of mud brick; palm sticks are placed across, and upon them are placed palm leaves, or millet stalks, and a covering of mud. Openings are left for doors, windows, and chimneys. Upon the flat roofs, or in the dirt by the sides of their rude huts, can be seen many of the inmates, scratching and sleeping their time away. Dogs, chickens, and fleas are fully at home in their dwellings.

At each station where we stopped we found the omnibus to be one or more donkeys and donkey boys. The porters carried immense loads of baggage, held on their backs by ropes passing over their foreheads. The peanut boy of America does not travel on an Egyptian train, but dirty, ragged, half-naked men, women, boys, and girls were always at the stations where we stopped, and we were importuned by them to buy water, bottles of beer, coffee, oranges, lemons, dates, nuts, eggs, bread, cakes, pies, cheese, heads of lettuce, and cooked beans, birds, and fishes, with many other kinds of refreshments.

AT CAIRO.

We reached Cairo at eight o'clock in the evening, and were soon on our way to the Hotel-du-Nil. We had to leave our carriages on the Mooskee, a street at a considerable distance from the hotel, as the one leading to it is too narrow for carriages to be driven in it. Over one of the entrances on the way is a stuffed crocodile, over another a curious fish, and over another dangles a baby elephant. We found the hotel to be a most delightful place. The building surrounds a court abounding in flowers, vines, cacti, bananas, date-palms, orange trees with fruit, and guma arabic trees with most fragrant blossoms.

A pretty building in the center of the court is used as a reading-room. In it was a piano and a good supply of papers, (not of the latest dates, however) among which I found *Harper's Weekly*. We were soon beset with sellers of gold and silver embroideries, of ancient coins, of scarabees, and of images. It is astonishing with what sang-froid a native can put his hand into his bosom and take out a little greasy bag, spend a minute or two in opening it, and then show so tenderly to the uninitiated, and only ask a franc or two apiece

for those ancient Egyptian coins, and those antique sacred beetles, and those abominable looking images, which were manufactured and corroded in London last year for the trade, at tuppence hapenny a pound. A magician and his little waiting girl soon found us. and satisfied us that he could pull live chickens and snakes out of eggs, then swallow them all, and live to perform a hundred other such wonderful feats.

Our conductor had recently returned with a party which he had guided to the Second Cataract of the Nile, and he showed us his collection of relics made upon the trip:—a lizard four feet long, a crocodile bird, and, among them all, a mummy's hand with the thumb sticking up. Our antiquarian kissed it; said he would give all of his loose change for it, and upon looking at an insurance table and finding that the probability of his life was thirteen years and eleven months, he went into ecstasies, thinking he might have time to prove the origin of the interesting and innocent recreation of, "Simon says, 'thumbs up.'" But our unprejudiced friend turned up his nose and said he would rather kiss a wooden dummy's hand in a dry goods establishment, or the hand of the pretty girl behind the counter.

Our meditatist the next morning, with great satisfaction on his part, read to us his soliloquy of the mummy's hand, a production very much like the one before mentioned.

On leaving our hotel we found ourselves besieged by the boys and their donkeys, and we found the sights of Alexandria repeated with stronger traits of oriental life, for there is no more thoroughly oriental city in the world than Cairo. It is becoming modernized of late, and the new streets and buildings, many of them, are wretched imitations of those of Paris. In the ancient part of the city, where we were stopping, there is but one business street, the Mooskee, that is wide enough for carriages, and that great thoroughfare is only two rods wide. By day it is thronged with camels, donkeys, horses, carriages, street-criers, money-changers, water-sellers, scribes, beggars; Mohammedan women with black veils, Copt women with white veils; men with fezzes, with turbans, with white frocks, with frocks and Frank coats over them; children in the Paris fashion, and children in the cherub fashion; men, women, and children in gold and silver embroidered silks; men, women, and children in blue cotton, dirty, ragged, and scanty; men, women, and children of all nations, of all colors, and altogether a most curious and interesting sight to behold. At night this and other streets of that part of the city are lined with people lying asleep in the dirt, or on wicker frames about a foot in height.

Many of the streets are only eight or ten feet wide; the upper stories of the houses project beyond the lower ones, and the lattice windows project still further, so far that neighbors can frequently shake hands over the way. The street of the goldsmiths' bazaar is too narrow for two persons to walk abreast. And these narrow streets are so crooked that one can see but a few rods in any direction. The heat of the sun's rays is thus kept from the streets, and they are quite comfortable even in a very hot day. Over the Mooskee, and some others of the wider ones, palm sticks are laid across from house to house. They are covered with mats or reeds, thus shading the streets below.

The shops are little openings from four to eight feet deep in the sides of the buildings, and they are closed with wooden shutters at night. The customers stand in the street, and the shop-keepers sit on their floors, which are two or three feet above the level of the street. The merchant, grocer, or fruiterer has all of his goods in a space not more than six or eight feet square. The blacksmith, coppersmith, and goldsmith;—the shoemaker, saddler, and barber,—all sit cross-legged in the dirt while at work in the same kind of shops. Over these shops are the houses of the people, and back of them they keep their camels, donkeys, chickens, and dogs; fleas they keep everywhere.

One of our party proposed to write from personal experience a book entitled, "The Hunting Grounds of the East: or Egyptian Fleeology," to be illustrated by characters in costume.

The amount annually paid to the teachers of the United States is $60,000,000, an average of about $400 apiece.

REFLECTIONS ON TEACHING HISTORY.

BY PROF. GRANVILLE F. FOSTER.

History is by no means a mere statement of of past events, an array of dry facts and dates, an account of the pomp or tyranny of kings, a record of battles, sieges, court intrigues, and the like. It is this, of course, but also far more than this.

To comprehend with any degree of entirety and fullness the events of any particular epoch, it is necessary to arise *above an act* to the *motive* that prompted it, to go behind the scenes, so to speak, and to gain some knowledge of those subtile, social forces, which have been so potent in moulding tribes, nationalities, communities, and have paved the way for, and made possible the advent, of great men.

To set forth intelligently and interestingly, with care and correctness, the history of any nation or epoch, is no slight task, and he that would aspire to do this has before him much painstaking study and research, even if he be an adept in the use of language—a master of what is elegant in style. Ere he can apply his pen to its task, he must inquire assiduously into the origin of the people whose history he proposes to present, must study their mental and physical characteristics, and find out all the modifications which these have undergone from forces acting from within as well as from those acting from without. He must examine carefully the development and growth of their language and literature, tracing these from their crude beginning on and upwards to their highest pitch of excellence, and, if circumstances make it necessary, downwards through their decline. He must make researches into their customs and manners. He must study the physical features—the soil, the climate of the region which they inhabit—since it is undoubted that these do have by no means a small and insignificant effect in shaping and moulding the physical, mental, and social qualities of a people. Then, too, the historian who endeavors to set forth the whole truth cannot for a single moment ignore the great fact that lying back of all the forces of the social world, as well as back of all of those of the physical, there is a living, intelligent, acting first great cause, a God, from whose divine energy all force emanates, and with whose energy all force is correlated. To ignore a God in nature is the height of presumption, to do so in history is hardly less. To seek for the causes of this or that historical event solely amid the laws of sociology, as Herbert Spencer and others of his school are reputed to have done, is hardly less wise than to seek them in the mythical laws of the so-called science of astrology. In short, the true historian is solicitous to breathe into his treatises the very breath of life that they may become a living soul. He wishes to make his pictures so vivid, his delineations of character so true to nature, that his readers cannot help, for the time, living amid the scenes he describes.

Now, there is nothing that the historian must do in order to instruct and interest his readers but the teacher of history must do in order to interest and instruct his classes. Indeed, the task of the latter is oftentimes complicated by the fact that he must sometimes appear before unwilling or listless students of this branch, while historians, through the medium of the printed page, speak to willing listeners only, though it is but fair here to say that the real live enthusiastic teacher of history seldom has listless students in his classes for any great length of time, for his enthusiasm is catching, and even the dullest person cannot long remain under the influence of his instructions without being more or less moved thereby.

It cannot be expected that the average school boy will become interested in the dry details of events, in long lists of dates, in dreary tables of kings, emperors, presidents, vice-presidents, and the like, in dull accounts of battles, with the enumeration of the exact number of killed, wounded, and missing, all of which occupy so many pages of a large number of text-books in use in the public schools of the United States, while in so many of them there is an almost entire exclusion of all the spicy anecdotes, the lively, vivid descriptions of persons, places, conventions, conflicts, etc., which make such works as those of Bancroft, Lossing, Macaulay, Froude, etc., so very entertaining and at the same time so very instructive. Oftentimes the school text-book of history is not only

defective because of the absence of story and anecdote, but defective, too, because it does not give the history of the *people*. Scrupulously exact and minute in describing every battle, however insignificant, faithful in tracing the ancestry of kings, however mean or contemptible, we fail to find in them any picture of social life and customs, of language and literature, of man as he is or was in the lower and middle walks of life. Quite a number of text-books on history proceed on the theory that "the world was made for Cæsar." The history of the people, the true and faithful delineations of the familiar every-day life of a people—their virtues, and even their vices must ever be highly interesting and instructive, because of that wonderful interest which man has in man, because of that very human sympathy which we all more or less feel with those and for those of like feelings, emotions, and passions with ourselves. Is it not true that pupils are always more influenced by the presentation of virtue in a concrete than in an abstract form? Is not the study of the character, the customs and manners of the puritans, the quakers, the huguenots—the study of the life of an Oglethorpe, a Wesley, or a Franklin,—not only of greater interest, but of far greater worth than the bloody stories of battles and sieges? Is it not in this portraying with the strictest fidelity the lives of individuals, of men and women like ourselves, that there lies some of the wonderful secret of the power of the Bible, itself a most entertaining text-book of history, in transforming and ennobling character?

Since, then, the text-book on history is often defective, dry, uninteresting, uninviting, the teacher must supply the defect from his own storehouse of knowledge, gathered here and there by his own diligent study and research. While it is the manifest duty of the teacher to keep his pupils mainly to the strict work of the recitation, he certainly does not violate the requirements or defeat the object of that work in setting apart a brief period, generally a few minutes prior to the closing of the class hour, for the purpose of relating such anecdotes, or presenting such historical incidents, as will serve to make the study more interesting. Just here let me suggest that the teacher has in this period an excellent opportunity to enforce a moral truth,—one which may be the natural inference of the text-book lesson,—and hence without doing violence to the continuity of the subject by interjecting into its presentation a thought foreign to it, or without seeming to thrust morals unduly before the pupils' minds, he may be enabled to make a lasting impression for good. If the teacher follows this plan he may so prepare himself for the presentation of any particular lesson of the text-book that he can make the very faults of the good, and the vices of the bad serve to inculcate the highest of all lessons—the moral obligation resting on every one to perform all the duties which his relations to his Creator and his fellow-man impose. Cannot the enthusiastic teacher make use of the ambition and drunkenness of Alexander the Great, the political mistakes of George III, and even for that matter the flagrant vices of George IV, in all their consequences to the individual and to the world, as bases for a few well-chosen, appropriate, and wholesome words on morals? But let it be borne in mind that the teacher should not become a preacher to his classes. He had better not amplify or enlarge much on such subjects as these, lest the force and beauty of the moral truth be lost in an ocean of words. A few words fitly spoken by him who possesses a pure, honest, upright, sturdy character, will do more in impressing lessons of honesty and virtue than mere homilies or sermons of themselves can ever be made to do. It is well here for the teacher always to remember the oriental proverb, "You cannot drive a straight furrow without a straight eye." It will be the sherest mockery indeed for any teacher to undertake to convey to the minds of his pupils a living truth which is not at the same time a part of his life.

The teacher of history ought to keep constantly in mind that no one can be considered as understanding in any proper sense a lesson in this branch who is unable to locate the places named therein. Nothing is more positively true than that history and geography are married together, and therefore what is naturally joined together let no teacher put asunder. By the very laws of mental association we are enabled more easily to recall, when wanted, a fact stored up in memory with other facts

related to it than when such a fact was stored away, isolated from all others. Hence the value of geography as an aid to a knowledge of history. Pupils should be required, in making preparations for their recitations in history, to hunt out and fix in memory the location of all places mentioned in the text, and the knowledge or lack of knowledge on these points at recitation should weigh considerable in estimating the recitation-grade of a pupil. And here I am constrained to say that in the matter of maps and charts many of our text-books on history are defective. Few of them present maps upon which the respective locations of *all* of the towns, rivers, bays, etc., referred to in the text can be found. In one elegant series of historical text-books, which the writer used for several years, there were found, it is true, finely engraved maps, upon which, however, not over two-thirds of the places named in the text could be found, while they were encumbered with hundreds of geographical names not once called for in the text. This defect, though a serious one to the average school student, may prove an advantage to the earnest, enthusiastic one, who is prompted thereby to seek in atlases, encyclopædias or more extended treatises of history the information which his text-book has denied him.

It seems to the writer that the practice of requiring pupils to memorize all the dates mentioned in the text is useless, aye, is worse than useless, since time which is often here wasted in storing the mind with useless lumber, might have been utilized in acquiring living facts. A few pupils are found in our schools that have memories retentive enough to name at any time any one of the thousands of dates called for, but it is very doubtful whether they ought to be considered any better scholars therefor. Ought they, for instance, to be considered as good as others who know more of the philosophy of history than they though these others should be unable to name correctly a half-dozen dates called for? But the teacher cannot afford to discard chronology entirely in his teaching of history, for the former bears to the latter the same relation that latitude and longitude do to the teaching of geography, for it serves to locate in time any particular event as latitude and longitude do a place on the surface of the globe. A vague impression that we have somewhere or at some time heard before of an event mentioned in our hearing but are unable to assign it to any particular epoch in the world's history, is as useful to us as the mere memory of a geographical name if we are unable to locate it. A practice may be adopted, with good results, which will avoid on the one hand the useless memorizing of unimportant dates, while on the other sufficient attention is given to chronology, so that any event may be located in time with at least a tolerable degree of accuracy. Take, for instance, the History of the United States. Let sixty of the most important dates be chosen and then require these to be so thoroughly studied, so often repeated, that they become so wrought into the mind that the date and event are absolutely associated together, the one instantly recalling the other whenever the one is mentioned. Let these serve as mile-posts, so to speak, on the road of history to which all events may be referred. An event being named, its position in time may be pretty accurately ascertained by the fact that it occurred after one of the important events absolutely known, and before the next one absolutely known. As an example, let the landing of the Pilgrims, 1620, be one of the important dates thoroughly committed to memory, and the founding of Boston, 1630, another. It is obvious that almost any student can locate pretty accurately any intervening event, such as the time of the first settlement made on Cape Anne, or the time of the founding of Salem. A similar plan can be followed in geography. If a student knows that New Orleans is in north latitude 30°, and Richmond, Virginia, in north latitude 37°, he can easily infer that Savannah, Georgia, lying in his mental map about half way in latitude, must be somewhere about 32° or 33°, and though he may not be accurate he is certainly nearly enough correct for every ordinary use to which geographical knowledge can be put.

As to the matter of how a class-recitation in history should be conducted it only needs here to be said that a judicious combination of the topical and question methods, with zeal seasoned with knowledge and common sense

in him who instructs, will accomplish all that can be reasonably looked for in teaching this branch, but in this connection let the teacher ever bear in mind the oft-quoted aphorism, "Repeat and reiterate, repeat and reiterate; you can never teach any person a truth new to him by telling it to him but once." Hence the need of frequent reviews—reviews every day. Not a single class exercise should be allowed to pass without more or less of review. The important facts of history cannot be repeated too often.

There is another subject, just here, of the greatest importance, which I should very much like to speak at length upon, but lack of space forbids. I mean the *sublime* art of so asking questions as to elicit from the class all that its members may know about the subject. This art is partly an original gift, but it can be much improved by study. For its acquirement there must be thorough preparation as to the matter of the questions and the manner of presenting the questions upon any particular lesson. Let not the teacher of history presume to appear before his class unprepared as to what questions he shall ask and how he shall ask them, and then hope that his pupils will profit by his instructions; still less let him expect any more than listlessness and indifference on the part of his pupils if, during the time of class-exercise, he must bury his face in his text-book to find the printed questions at the bottom of the page. Hard work and an earnest, persevering effort here will accomplish more than mere genius alone.

A NEW DEPARTURE IN TEACHING GEOGRAPHY.*

BY L. R. KLEMM.

The greatest error, then, which prevails in the teaching of geography is the lack of preliminary steps. In every other branch of study, even the most inferior teacher proceeds somewhat rationally, but geography usually begins, I am sorry to say, with the introduction of the text-book.

Ritter, the father of modern geographical science, says: "The most natural method is the one which makes the child familiar with reality first, which lays a sound foundation of geographical knowledge gained through actual observation of that part of nature which surrounds the child. Here he is to learn to see. Whether he lives in the city, or in the hamlet, on the mountain, or in the valley—it is certainly not within the four walls, not from maps, and not from the text-book, but in nature alone that knowledge of nature will be gained by him. Nature ever remains the same; she knows no typographical errors, no blunders in drawing, no want of discretion. Nature's teaching is always perfect. This elementary method combines all the requirements of science; it furnishes the stratum of concrete knowledge, from which abstract ideas are drawn. Amid nature the child learns to know the country in all its various conditions, and learns to recognize it even on the flat-surfaced representation—the map. If this genuine elementary instruction be given, all difficulties of subsequent instruction in geography are removed."

I know I am not saying anything new. Other people have spoken of the necessity of laying the foundation correctly, but what I desire to do is to show you how this can be done. During the summer I frequently take my children into parks and out into the country. Let me describe one of these excursions. One morning we started out due east, which direction was fixed by the rising sun. We roamed about till we found the source of a brooklet. Here I began my lesson on watersheds, river systems, etc. Here the children saw the very beginning of a water-course. They noticed the water trickling from beneath the roots of large trees, till it increased enough in bulk and force to run along in the form of a creek. Here they learned by actual observation what a watershed is, seeing one spring descend on one side of a ridge, another on the opposite side. We then followed the brook, saw it grow deeper and wider by the influx of other springs. In following it we sometimes cut across the fields where certain curves in its course would have prolonged the excursion unnecessarily. Every curve, hill, and valley was carefully sketched on a slate as we proceeded. When we reached the end of the brook we saw

*Extract from a paper read before the Ohio Teachers' Association.

where it emptied into the tributary of a larger river. Ascending a hill, we could see the river meander through the country, could see that it was bridged over in the neighborhood of the city. And on this excursion we noticed hills, rocks, slopes, plateaus, woods, meadows, fields, plains, valleys, paths, highroads, railroads, farm-houses, and settlements. The observations were all carefully noted down on our slates, and the names were repeated, and thus fixed in the memory. The children learned to distinguish the different kinds of grain, many kinds of trees, certain minerals, birds, and insects; and thus we mingled a little natural history with our geographical lesson. At home we had a review lesson, which proved incontrovertibly that this kind of instruction is the most successful of all.

We may call this an ideal lesson in geography. Circumstances, as they prevail in our schools, make it next to impossible to follow this example. All things considered, however, I dare say, if a teacher of a third reader grade would take her pupils out of town, and take a position on the top of a hill, if there is any within reach, and then and there point out the different things to be seen,—I am sure the children would learn more real geography in one half hour than they could in a year from the printed page. Some cities are favorably situated for such instructive excursions; and if the school authorities were asked for permission I believe they could not refuse it.

If, however, this ideal instruction in geography be considered impracticable, we might substitute something in place of nature, by which to form that primary basis of sense-perception without which instruction in geography will never have lasting results, something better than the flat-surfaced representation—the map. We can make the hills and valleys, the capes and the ridges, the plains and plateaus, the water-courses and watersheds, by procuring a large baker's pan of galvanized sheet-iron, and with clay, sand, gravel, a few sticks and twigs, and water, we can mould mountains, hills, and show lakes, rivers, etc., and thus create a fancy representation which offers in a measure what nature itself offers. In this way, too, we can lay out a city or village, a whole state or continent in the rough. In short, by way of imitation, we can establish all the primary ideas desirable for a thorough comprehension of the subsequent instruction in geography. We must dismiss from our minds the erroneous idea that we may take for granted the existence of certain elementary ideas in our pupils. Rather presume too little than too much. Again I state that I am saying nothing new. I only intend to lead up to a point which will be new.

A large pan such as I have described ought to be furnished by the school authorities to every Second and Third Reader grade. Then when the preliminary steps to the study of geography have been taken, we may introduce such relief maps as are now patented in this country. They show elevations and depressions and water-courses in superficial projection. They are made of papier mache, and will be covered with slating or other cleansible substances, adapted to receive obliterative marks made with slate or lead pencil or crayon, and may be used as slates. These maps serve to bridge over the chasm between nature and the flat-surfaced representation—the ordinary map.

Let me submit to your earnest consideration these questions: Has not geographical knowledge, for ages, been wrested from overstocked maps? Has not the child to search painfully among a bewildering mass of data and facts for those that were to be committed to memory? Was not a systematic progress, step by step, impossible? Now, just as little as a teacher would give into the hands of a child a copy of Webster's Unabridged, when he is to begin the study of reading, just as little can it be rational in geography to place before the child such a map. We must grade the matter of instruction in geography just as we grade the matter in reading, in arithmetic, and other branches. Relief maps of this kind would facilitate this grading, as well as present opportunities for the gradual upbuilding of a geographical knowledge, as gained item by item by the child.

They can be made as cheap as common maps, and will therefore meet the formidable objection of cost raised against relief maps heretofore. Upon these maps may be entered

as upon a slate the data to be learned, and thus the child is made self-active; it learns by doing. When the lesson is completed, the marks and names entered upon it are carefully erased with moist sponge, and we are ready for a new, or for a review lesson.

And now we ascend to the higher grades, the Fourth or Fifth Reader classes. Thus far, I understand, few teachers, if any, use a text-book in teaching geography. From this grade upward the text-book is used everywhere. I am not in sympathy with this. I cannot recommend any text-book that contains more than maps and illustrations. It should contain no text, should, in fact, be no text-book, but an atlas, pure and simple. Why? I shall state further on. And as to the wall-maps, I have my serious doubts as to their usefulness in their present condition. A wall-map to be used in the Fourth or Fifth Reader grade should have recorded upon it nothing but what belongs by right to a picture or representation of nature, and therefore it should contain no lettering, no names. Permit me to present to your consideration a map which I made for my own children. I procured from Mr. Lyon, of Oberlin, Ohio, a portable blackboard, drew the map by means of the pentagraph, and colored the water-courses pale blue. In order to make it less destructible I gave it a waterproof, cleansible surface. Let me show you how the map may be used. It contains, as you will notice, only the outlines of the continent, exhibiting "terra firma" in black, oceans, lakes, and water-courses in blue, and no name whatever.

The teacher, pointer and colored crayon in hand, pointing to the sources of two rivers that run in almost opposite directions, draws out by a few leading questions that here must be a water-shed. Children who have been taught as I indicated at the beginning of my discourse are able to thus reason from effect back to cause. Knowing that water seeks its level, they will, with great precision and accuracy, fix upon the map all important water-sheds of the country. These are marked with crayon by the teacher himself, or by pupils under his direction. By degrees the map is stocked with all the elevations to be learned. This takes very little time, and has the great advantage of concentrating the pupils' attention. Every name thus learned, both of mountains and rivers, is written on the board; the name of the main river in the middle, below it on the left its left tributaries, on the right its right tributaries. These names are left on the board a few days. They are spelled and copied. The names of elevations thus learned are grouped and treated likewise. The coast line, islands, capes, inlets, peninsulas, etc., are pointed out, marked with crayon, and named. Thus crayon and pointer are ever kept busy in bringing out new points. The coast-line and general configuration of the continent may be taken for one lesson, the rivers for another, and so on. After the lesson is over, all marks are erased, and now the pupils are called upon to mark points themselves, and thus learn by doing.

Thus we may suppose topographical facts of the most vital importance to have been learned. In a subsequent lesson a little green crayon dust, laid on with the finger-tip, may indicate fertile valleys; white dots or lines, snow-covered mountain ranges or peaks; various depths of the sea, and other things, may be marked, and the topography is disposed of. Now political boundaries are marked. So, for instance, a state is "cut out" by white or colored crayon; canals and trunk-roads are entered upon the map; and I need not say that the location of cities forms a most valuable and entertaining lesson.

The fact that whatever geographical data are spread upon the map may be easily and safely removed without the least injury to body or surface of the map, gives an opportunity for the pupils to be self-active, and these "practice maps" are therefore a most welcome medium of instruction. They are also distinguished from others now in use by containing no lettering, and therefore present a more perfect image of the country portrayed. The names on the map used by children are like ponies and keys in arithmetic, and only disfigure the map, and confuse the mental picture. These "practice maps" do not displace the ordinary printed maps, so long as our teachers are not omniscient. When the pupils have thus learned geography by degrees, it is well to permit them to consult liberally stocked maps. Primer and

reading charts naturally precede the dictionary and complete works of authors.

To give due honor to truth, we all labor more or less under the delusion that a map is *good* when it contains *much*, that it is poor when it contains little. In the common sense of the term, the word good is not misapplied. The map of a military leader must contain every turnpike, path, hamlet, brook, creek, bridge, marsh, grove, hill, etc., if it is to be a good map. A commercial map, if it come up to the merchant's idea, must contain all the information of value to him; I need not enumerate these things. The geometer again has a different standard of value. And so have we ours. A map for the school room should contain what the children are to learn; certainly very little if aught more. To give into the hands of children, or hang up for use, an overstocked map is like giving the children a lexicon instead of a reader. In teaching literature give them selections, and object to complete works of authors. In history we use mere skeletons of data and facts, and supply the remainder by word of mouth. In every branch of study we leave the limits of the matter of instruction to the discretion of the teacher. Why not do so in geography? Why should we put up with overloaded maps?

I have asked the question elsewhere, and the timid answer came: "We have to take what the publishers offer us." I do not believe this need be the case. The publishers are merchants. The steady force of the law of supply and demand, and the sleepless instinct of gain, determines what they should offer for sale. If such maps as these "practice maps" were wanted by a great number of teachers, you may depend upon it they would make their appearance in due season. No, the fault lies with the teachers, and with the unnatural and irrational method of teaching in vogue all over the country; it lies with the school authorities, who in many cases labor under the common error that the more a map contains the more perfect it must be.

Sensible teachers have helped themselves by resorting to the blackboard. They sketched or drew the outlines of the map, traced the water-courses with blue crayon, and then proceeded as indicated heretofore, that is, spread upon the map by degrees all information of value, until the pupil's knowledge was extended enough, and their comprehension developed enough to make sensible use of printed maps. But I have noticed in these dases a great waste of time, much unavoidable inaccuracy on the part of the teacher, and many misconceptions on the part of the pupils.

THE PHILOSOPHY OF TEACHING.*

BY DR. E. E. WHITE.

I.

The one comprehensive end of education is *to prepare man to fulfill the purposes of human existence.* These purposes include the perfection of man's nature and the discharge of all the obligations and duties which spring from his relations to his fellows, to society, to the state, and to God.

The means to this end of education include (1) the development and training of all man's powers, psychical and physical; (2) the acquisition of knowledge needed for guidance and growth, and (3) the acquisition of skill in the application of power and knowledge to the purposes of life. These three important means,—power, knowledge, skill—may be considered the immediate ends of education. They include (1) the developing and training of the powers of the intellect and the acquisi- of knowledge, or *intellectual education;* (2) the developing and training of the higher sensibility and the will, or *moral education;* and (3) the development and training of the bodily powers, or *physical education.*

In practice these three kinds or functions of education cannot be wholly separated. Intellectual education is conditioned upon moral education, and, to some extent, on physical; and moral education depends on the intellect for knowledge and insight, and for many of its highest motives.

Teaching may be defined as the act of applying educational means to the pupil in such manner as to assist him in attaining one or more of the immediate ends of education. These ends or results are attained by the pupil's own activity. The teacher applies the means, presenting the conditions and occa-

*Extract from a paper read before the Ohio Teachers' Association.

sions of action, but it is the pupil's efforts that result in power, knowledge, or skill.

Every act of teaching has its manner or way. The manner of a series of related teaching acts is called a *method of teaching*. A method of teaching may be defined as a series of teaching acts so arranged as to attain a definite end or result.

Teaching is an *art*, and as such has its underlying principles which determine its methods. There can be no art in the absence of guiding principles, and this is specially true in teaching. The human soul cannot be unfolded and enriched by pattern. Automatism is not teaching. The laws which govern the activity and growth of the pupil's powers must guide in their training, and hence the art of teaching is based primarily on the nature of the pupil.

It follows from the above facts that the devising of methods of teaching and courses of instruction for children and youth involves a knowledge of their educable nature, and especially of their *psychical nature*.

How is this guiding knowledge best attained? It is believed to be best reached by a careful analysis of psychical processes and powers as they are revealed in consciousness, and then by determining the relations of these processes to each other, and the relative activity of the corresponding powers in the successive periods of school life, by a wide and careful study of children of different ages and conditions. The true basis of child psychology is general psychology.

The limits of this paper forbid the attempt to state the results reached by such an analysis of psychical phenomena, and only a brief reference can be made to—

THE ORDER OF ACTIVITY AND DEVELOPMENT OF THE INTELLECTUAL POWERS.

An analysis of intellectual processes shows that the presentative faculty, including consciousness, sense-perception, and intuition, awakens into activity before the representative, and both of these faculties before the rational or thought faculty. This order is a *psychical necessity*. It is impossible for the mind to re-call and re-know an object not previously known, and it is equally impossible for the mind to form and apply general concepts of any kind if it be not in possession of individual concepts to compare and generalize. In activity, both consciousness and sense-perception must precede memory, and memory must precede conception or the forming of general concepts—the simplest form of thought activity.

In like manner and for a like reason, the activity of the several powers of the same faculty and the higher phases of activity of the same power are conditioned upon the lower. Sense-perception is conditioned upon sensation—the primary psychical act—and consciousness is conditioned upon both sensation and sense-perception. The perception of objects, psychical and physical, conditions the intuitive perception of their necessary relations and, in turn, the intuitions condition the completed acts of sense-perception. It is not meant that there is necessarily a conscious interval between these related presentative acts. Consciousness accompanies and blends with the acts and states which it perceives, and the intuitive acts blend with the acts of sense-perception and consciousness.

The activity of the several representative powers is subject to the same condition. Memory is conditioned upon simple representation, and the imagination is conditioned upon both simple representation and memory. The higher phases of the imagination are, in like manner, conditioned upon the lower, the creative phase being conditioned upon the constructive, and the constructive upon the simple modifying phases, which appear very early in the child's life, as every nursery shows.

The same order is observed in the activity of the several thought powers. Conception, or the forming of general concepts, precedes formal judging, and both conception and judging precede reasoning. In other words, reason is conditioned upon judging, and judging upon conception.

The order in the activity of the several powers, above indicated, also prevails in their development. The presentative faculty reaches what may be called its natural development before the representative faculty, and both of these before the thought faculty. The last of the representative powers to reach an activity and energy equal to that of sense-perception

is the creative imagination, and the last of the thought powers to reach a like development is the reason, the power of deductive reasoning appearing and developing later than inductive.

There are considerable intervals between the periods in which the higher faculties reach a development equal to that of the lower, but it is an error to infer that there are corresponding intervals between their awakenings into activity. The first conscious acts of perception (outer or inner) and memory accompany each other; the forming of general concepts is near the synthesis of the related sense-concepts; formal judging follows conception closely; and inductive reasoning appears only a little later. The two powers which awaken into activity latest are the creative imagination and deductive reasoning.

But how early do the several intellectual powers become active, and what is their relative activity and energy in the successive periods of the child's life?

The answer to these important questions can only be determined, as before indicated, by the observation and study of children, and, fortunately, this is not a new field of inquiry. No other beings have been so carefully and lovingly studied as children. The recorded results of these observations, covering centuries, present child-life under many and diverse conditions. This study of children has been greatly stimulated in later years by the writings of Comenius, Locke, Rosseau, Pestalozzi, Froebel, Jacotot, Fichte, and other educational reformers. It is now receiving the earnest attention of progressive educators both in this country and Europe. The experiments made show that the systematic study of children is rendered difficult by their marvelous power to divine what is in the mind of the questioner, and the equally marvelous facility with which they catch and use words, with or without ideas. There is also great difficulty in applying the general conclusions reached to individual cases—a fact due to the marked difference in children of the same age and often of the same family. One child may possess a power of imagination at six years of age which a brother or sister may not have at sixteen; and like striking contrasts are observed in the development of the several thought powers, especially the reason.

But notwithstanding the difficulties involved the results already reached by child study indicate with some clearness the psychical activity of children at different ages, and this is especially true when these results are interpreted in the light of general psychology.

What light do these psychical facts throw on methods and courses of instruction? It is believed that they clearly disclose the following principles—the most important that underlie the art of teaching:

PRINCIPLE I.

Instruction, both in matter and thought, must be adapted to the capability of the taught.

This is a primary *axiom* of teaching, requiring neither proof nor elucidation. The most elementary conception of education involves the truth that the *what* and the *how* of instruction must be adapted to the pupil's capability, psychical and physical. This principle is fundamental, since all other principles are based upon it.

The application of this principle to school instruction raises two important questions, to wit:

(1.) Do the pupils in our schools present a varying capability as they pass up through the successive grades?

(2.) If so, in what respects does their capability vary, and to what is the variation due?

The fact that the capability of pupils varies as they pass from the primary to the higher grades is too obvious to require formal proof, and so we pass at once to the consideration of the second question—the most important and fruitful question which modern pedagogy is called upon to answer.

The varying intellectual capacity of pupils in the successive grades of school must be due to one or more of three facts, to wit:

(1.) A variation in the activity and energy of the intellect *as a whole.*

(2.) The *absence* or *non-activity* of certain faculties in the younger pupils and the successive awakening of these dormant faculties to activity as pupils grow older.

(3.) A variation in the *relative* activity and energy of the several faculties at different ages.

(To be continued.)

ILLINOIS SCHOOL JOURNAL

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JOHN W. COOK AND R. R. REEDER,
EDITORS and PROPRIETORS.

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We hereby express our hearty thanks to the many friends who have given THE JOURNAL such substantial aid during the summer campaign.

The returns are very gratifying. Publishers of school periodicals are in the hands of their friends to a very considerable degree. A good word, an offer to forward a subscription, an occasional article, news items, etc.—these and kindred services are of great value and contribute very largely to the success of enterprises of this character.

On the principle that "one good turn deserves another," we hope that our friends will continue to keep us in mind.

The summer "Normals" are assuming such large proportions, in some counties, that the people are beginning to compete for their location. The Will County Institute numbered nearly four hundred this year. The influx of three hundred strangers for two or three weeks means the leaving of a considerable sum of money and a perceptible increase in the demand for breadstuff. It is not improbable that the physical demands of the schoolmaster may attract more attention to him than the holiness of his mission has been able to do. However that may be, the opportunity should be used to its fullest extent to interest people in school matters. Evening lectures should be a prominent feature of the session.

It is the prevailing opinion that these lectures should be delivered by educational people exclusively. We regard this as an error. Select the ablest lawyer in the county and invite him to discuss educational questions from his standpoint. Interest the most prominent clergyman in a similar manner. What has the circuit judge to say of the relation of education and crime? Give the schoolmaster a chance at the public, too, but if any lecture is to be omitted let it be his, unless it becomes advisable "to talk back."

By some such plan the institute may be made to interest a larger part of the people, and the schoolmaster may have an opportunity of learning how his work appears to the most thoughtful minds in the community.

The summer institutes, with an occasional exception, have closed their sessions, and the schools are about to resume their accustomed work. From all directions comes the pleasing intelligence that the summer meetings were unusually large, and were enthusiastic beyond any previous experience.

In many counties the attendance was far in excess of the number of teachers to be employed, and this, too, in the face of the fact that a large part of the work has been what may justly be called "professional." There has been very little disposition on the part of superintendents to attempt to cram a sufficient number of facts into the heads of candidates, to last them through that dreadful ordeal called an examination.

Illustrative, or model, work with children has been a leading feature in many counties. In one county a country school was kept in session in a building adjoining the one in which the institute is held, and teachers were encouraged to try their hands, under the guidance of competent critics.

Some arrangement similar to one or the other plan mentioned above should be tried in each county. The Institutes are held for so short a time that any system of pupil teaching is out of the question, except in a few peculiarly conditioned localities. All, however, may have class work with children for observation by the members. The necessity for teachers of a marked degree of skill to conduct such exercises is obvious.

To illustrate beginning work, children should be selected who have never attended school, and who are ignorant of the work to be undertaken. The classes should be large

enough to realize the ordinary difficulties of the teacher, and should be retained a sufficient number of days to show some of the results of the instruction.

Another exercise that should find a place on the daily programme, in every county where there are many applicants for certificates, whose only preparation has been obtained in the district school, is at least one, good, sharp recitation of a lesson previously assigned.

There were scores of teachers in some of the institutes, this summer, who never have seen a recitation such as should be of daily occurrence in every school. The best way to show them one is to "put them through the paces."

Something must be done next season with those teachers who have been "threshing the old straw" for several summers. There can be no economy in neglecting the best material. It must be encouraged and stimulated in every way possible. This is becoming one of the troublesome problems. It must be grappled now and solved. The present institute is very much like an ungraded school, with the pupils crowded into one class, without regard to comparative qualifications.

We must begin to grade the work or we must expect to lose those who have been the most faithful in their attendance heretofore. The inevitable result of gradation is, of course, multiplicity of classes. The Institute fund is too small to employ an entire faculty for each county, hence the superintendent must utilize his best teachers. He must organize them several months in advance of the summer meetings and begin the work of preparation. In nearly every county there may be found at least one teacher of a high degree of skill, while in many counties there are several such. This material should be used in working up a corps of institute instructors, so that the meetings of '86 may not be a simple repetition of those of this summer. By some such arrangement as this one instructor of superior attainments from "beyond the borders" may be secured to infuse new blood. He, or she, should give at least one general exercise each day, should spend some time exclusively with the institute faculty, and the remainder of his time with the better half of those in attendance.

The work must have some forward movement to it or it will become dreary beyond expression to all except the new recruits.

Vacation is about over; your institute, or your pleasure jaunt, or your business, which has claimed your time and effort for the last few weeks, must now give way to actual service in the school room.

When you come before your charge on the first morning of the opening term, will it be with your mind fully made up as to what you intend to accomplish with them? You are about to engage in a work unsurpassed for its difficult and delicate nature. Perhaps you have not thought of this, but have conceived that the work of the teacher is simply to see that the lessons are well recited, that the pupils keep "good order," and that the treasurer hand over the currency when pay day comes. These things are all important; but if they fill up your measure of the teacher's work and the teacher's influence, you very much need to have your views broadened.

The teacher's work is difficult because its scope is so wide, because the material on which you work is so complex, and because, when a mistake is once committed, it is so hard to undo the evil. There is no more striking illustration of complexity in unity than the child. To be sure, we find it convenient to speak of his physical nature, of his intellect, and of his moral being; or we talk about his perceptive powers, his memory, his imagination, his reasoning faculties, his emotions, and his conscience and will. But, after all this division and subdivision, the child is one; and no two children are exactly alike. And it is the teacher's duty to guide and direct this complex being in all the phases of his growth, and to adapt his work to each individual specimen, at the same time that he recognizes the general laws that pertain to all alike.

Now, have you clear ideas as to what you desire to accomplish with the child, in all these various aspects of his nature? On the physical side, what are you going to do to secure fresh air to all these growing lungs on the cold days of winter, when doors and windows are shut, and there is a roaring fire in the stove? Are you going to ignore the mat-

ter entirely, or are you going to open a window once in awhile and admit a current of cold air on the head or shoulders of some unfortunate? Are you going to see to it that the "wee ones" are properly cared for, that they have their chance at the stove in cold mornings, that they are dried properly, if caught in the rain, that they are carefully wrapped before starting on their homeward journey? Will you have any regard to their exercise to see that it is not too violent, that the pale, studious child joins in it etc.? Will you be careful as to the bodily cleanliness of all; and if one needs ablution, have you firmness enough to see that he gets it, and tact enough to avoid offense? Will you have any regard to your pupil's positions and movements so that they may grow both in bodily grace and dexterity? All these things and many more claim your attention both to secure health and sound bodily growth, and for their influence on intellect and morals, as well.

Are you sure what you are going to do to improve the children's powers of using their perceptive faculties, their senses? Are you going to give all your efforts to stuffing the memory? Or are you going to take the slipshod course of not requiring anything memorized accurately and exactly? Are you going to take pains to see that all words recited, or read, or spelled, have a meaning to the child? Or are you going to be satisfied with mere words? Have you any definite plans by which you expect the children to gain more power of attention, more pluck and perseverance, more true confidence in their power to overcome difficulties?

What will you do to arouse in your pupils a love of right things, a regard for right and duty, an admiration for things that ought to be admired, a reverence for persons and things that ought to be reverenced? What are you going to do to cultivate true independence and manliness, so that the child will scorn to be helped to do anything which he can do for himself, so that he will be unwilling that another shall bear his burdens, so that he shall neither wish nor seek to get anything without giving an equivalent for it? Have you any plans by which you expect to train your pupils into habits of truth and honesty, honesty in thought and motive as well as honesty in word and action?

What we desire to bring before your thought is that into your hands is committed for the time being the training of the entire child, the doing of all you can to bring these growing specimens of humanity safely forward in their progress towards a true manhood and womanhood. This is the work that the nation commits largely into the hands of its teachers; this is the work which, if well done, is to save us as a nation from the dangers which threaten us. This is the work which will cause these young people to remember you with affection and gratitude when years have passed,—and you perchance are taking your *long* vacation. Fellow Teachers, "think on these things."

E. C. H.

BOOK TABLE.

GEMS FOR LITTLE SINGERS. By Elizabeth U. Emerson and Gertrude Swayne. Ditson & Co., Boston, or Lyon & Healy, Chicago.

Every primary teacher needs an abundant stock of little songs made expressly for the children. It has been difficult to find suitable material, and our readers will be pleased to learn of this collection.

Address Lyon & Healy, at Chicago, for price.

ECLECTIC COMPLETE BOOKKEEPING. By Ira Mayhew. 146 pp., half roan. Price, 50 cents; postage and mailing, 10 cents. Van Antwerp, Bragg & Co, Cincinnati and New York.

The value of a knowledge of bookkeeping is now quite generally conceded, and the study is finding its place in many schools. This book is well adapted to the necessities of the graded school It introduces the theories of accounts in so simple a manner that teachers who have had no instruction in the subject need not hesitate to undertake the work with their classes. Double Entry is introduced at an early stage, and its principles clearly elucidated. Commercial terms are explained and business operations freely illustrated. The various kinds of business forms are presented, such as notes, drafts, checks, orders, acceptances, bonds, scrip, certificates, etc., etc.

It will be found a convenient book for the teacher of arithmetic to have within reach, on account of its full treatment of commercial terms.

DINSMORE'S MODEL SCRIPT SPELLING BLANKS. Potter, Ainsworth & Co., New York and Chicago.

This is a two-column speller, numbered for twenty words in each lesson, but ruled for twenty-five, for the writing of corrected words. Each page has the script capitals at the left and the small script letters and figures at the top of the page. The covers contain directions to the teacher, and a couple of sample lessons.

Since written spelling has become so common, blanks of this character are in constant demand.

NUMBER TABLETS, for Supplementary Work in Arithmetic. By A. W. Potter and T. J McConnon. Potter, Ainsworth & Co., New York & Chicago.

This is an admirable device for supplementary work. The lessons are placed at the top of the tablet, and are progressive, there being 48 in a tablet. Just below the lesson the page is perforated, so that the lesson-sheet may be detached easily. Each lesson-sheet has the number of the tablet and of the lesson, and a place for the pupil's name. These sheets may be filled by the pupils and returned to the teacher, who can refer to the stub for the lesson.

They may be made great time-savers to the teacher.

COMMON-SENSE BOTANY. Designed to aid in the Study of Nature. By Abbie G. Hall, Champaign, Ill.

This is a little pamphlet of 30 pp., and sells at 25 cts. The lessons are intended to aid the teacher in directing the observation of the child, and have grown out of the experiences of the school room They are supposed to begin with the fall term of school, and they take the perfect flower the first thing. When vegetation goes into winter quarters the work is dropped, to be resumed at the first approach of spring.

The lessons are well worth the careful examination of teachers.

THE MAGAZINES.

EDUCATION for July-August:

I. An Equivalent for the Greek, by Chas. E. Fay.

II. Olympia Fulvia Marata, by H. L. Bartlett.

III. Training of Teachers, by Iola Rounds.

IV. Inspiration and Naturalism in Dramatic Art, by Henry Irving.

V. Froebel's Principles in Primary Schools, by W. N. Hailman.

VI. Manual Training in General Education, by C. M. Woodward.

VII. Methods of Classical Instruction, by A. C. Richardson.

VIII. Industrial Education and the Colored People, by Wm. Preston Johnson.

ATLANTIC for September:

Henry James begins a new story, "The Princess Casamassima, and the reader will find it totally unlike anything he has previously written. Mrs. Oliphant's serial is remarkably interesting just now, and Mr. Warner and Dr. Holmes give entertaining installments of "On Horseback" and "The New Portfolio." Mr. Howells has a critical and biographical notice of the Italian poet, Leopardi, and Mr. Scudder contributes a paper on "Childhood in English Literature and Art." There is a thoughtful article—"Ancient and Modern Greek"—on the "Greek question" in colleges, by William Cranston Lawton, and under the title of "A Diplomatic Episode," Rev. S. J. Barrows narrates the attempted seizure of the island of Alto Velo by the United States government. "Mondamin," a prose paper, by Edith M. Thomas, "Mining for a Mastodon," a story, and a careful consideration of "The Poetic Element in the Mediæval Drama," three good poems, and reviews of several important books, together with the usual departments, close the number.

POPULAR SCIENCE MONTHLY for September:

Dr. W. T. Barnard has the lead in this number, and opens an able and elaborate discussion on "The Relations of Railway Managers and Employes." Dr. W. G. Thompson considers "The Present Aspect of Medical Education," and gives much information and many valuable suggestions upon the subject. The "Insect Fertilization of Flowers" is an extremely interesting and beautifully illustrated article by the German botanist, Behrens, and is full of nice points on this curious topic. No man in this country—perhaps no man of this age—is better qualified than Prof. E D. Cope to treat of the "Origin of Man and the other Vertebrates." As a state-of just how that subject stands to day, his illustrated paper is invaluable. Dr. Mary Putnam-Jacobi concludes her essay, "An experiment in Primary Education," in the present number. It is a practice with her own child, and is full of originality. "The Fauna of the Sea-shore," by Moseley; Dr. Brehm's "Siberia and the Exiles"; "How Spelling Damages the Mind," by F. A. Fernald, are readable articles; while that by Prof. Langley, on "Sunlight and the Earth's Atmosphere," is a brilliant and striking performance.

ST. NICHOLAS for September:

Has a long and varied table of contents, one of the most attractive features of which is a fanciful tale by Frank R. Stockton, entitled The Battle of the Third Cousins. A Great Financial Scheme, by Sophie Swett, is a very funny story with a very good moral. In Spiders of the Sea C. F. Holder contributes an interesting paper about crabs, and their many curious ways and uses. Henry Frederick Reddall writes an entertaining article on Nicknames, which is historical rather than analytic, and shows how some very great people were known by some very queer names. Of the serials, Sheep and Silver? is concluded; while both Driven Back to Eden, by E. P. Roe, and His One Fault, by J. T. Trowbridge, are evidently working to the satisfactory conclusions, next month, which no well-regulated serial should be without. Schubert is the subject of the From Bach to Wagner paper; and Edmund Alton tells about Congressional Investigations and Republican Simplicity, in Among the Law-makers.

THE CENTURY for September:

Of greatest public interest among the contents of the September CENTURY are General Grant's article on The Siege of Vicksburg; the forcible frontispiece portrait, after a photograph taken when General Grant was President (with which is given a facsimile of his first signature on the army pay-account as "General Retired"); and a communication from General Grant, dated Mt. McGregor, June 22, which is printed with Memoranda on the Civil War, and in which he withdraws what was said by him in THE CENTURY of last February in regard to the conduct of General Lew

Wallace and General McCook at Shiloh. A supplemental article of great interest, in the same number, is A Woman's Diary of the Siege of Vicksburg, which gives an inside view of the hardships and anxieties suffered by the besieged. The Memoranda on the Civil War, besides General Grant's Communication, embrace Who Projected the Canal at Island No. 10? by General Schuyler Hamilton; The Charge of Cooke's Cavalry at Gaines' Mill, in reply to General Fitz-John Porter, by General Philip St. George Cooke, with Recollections of a Participant in the Charge, by Rev. W. H. Hitchcock; and a continuation of the discussion in regard to General Beauregard's Courier at Bull Run, by Major Campbell Brown. Teachers will be especially interested in Connecticut in the Middle Ages, The Great Rivers of Alaska, and articles of travel by Howells and Miss Fenn.

These, with other features, make the number very attractive.

THE READING CIRCLE.

HISTORY OUTLINES FOR THE FIRST MONTH.

The oldest history is also the newest. Among the most marvelous achievements of science in this wondrous age are the results of Egyptian and Aryan researches.

The Rosetta stone, turned up by the workman's spade in the mud of the Nile, furnished the key to unlock the secrets of forty centuries. A throng of copyists and translators have spent a lifetime among the silent ruins of the land of the Pharaohs, reproducing in modern tongues the history, the poetry, the law, the religion, and the science of the earliest civilization. More favored than the sixty generations that have lived before us, to us it is given to read what to them was a sealed volume.

A still more marvelous triumph is the development of Aryan history. No pyramids, no walls, no ruins of cities, no carved stones, remain upon the land of the ancient Aryans, the forefathers of our race. No trace of them, whatever, is to be found in the material world. No record of that primitive people was ever written in any of the ancient histories. How has the story of their life been read? The new science of comparative philology has wrought this result: It has shown us the ancient Aryan home; the husbandman with his bronze plow; the shepherd with his flock and his dog; the carrier with his bronze-wheeled cart; the instructor with his decimal system, his lunar division of time and his pure conception of deity. It has revealed the fact that the Hindoos and the Persians, the Greeks and the Romans, the Celts, the Teutons and the Slaves are all one people —of one common ancestry and heritage. It tells the millions of subjects in India that their Empress Victoria is not a foreign monarch; that the opening of the portals of the East means only the reunion of brothers long divided.

Such is the history which first claims the attention of the Reading Circle. In the volume selected it is thoroughly condensed, and will require careful and attentive perusal.

FIRST WEEK.

1. The central point in history. Error in our chronology. The Saviour born 4 B. C. 2. The three divisions of history and their boundaries. 3. The one historic race. Its three great branches. The characteristics of each. 4. The ancient Aryans. Their civilization. How all our knowledge of them is obtained. 5. The Aryan migrations. The two Aryan families of Asia, and the five of Europe. The nations descended from the latter. 6. Other races. 7. The commencement of civil history.

SECOND WEEK.

1. Old sources of information on Egyptian history. Herodotus and Manetho. 2. Geographical features of Egypt. Peculiarities of the Nile. 3. The old Empire Its period in history. The pyramid builders. Memphis and Thebes. 4. The Middle Empire. The Shepherd Kings. Four centuries of darkness. 5. The new Empire. A thousand years of glory. Thotmes III. (His pillar in Central Park, N. Y.) Amunoph and the statute of Memnon. The conquests of Rameses. His library. 6. The decline of Egypt. The Pharaohs of Scripture and the temporary restoration of Egypt. Final decline and conquest.

THIRD WEEK.

1. The King. His training and mode of life. 2. The Priests. Their ceremonials. 3. The soldiery. Their equipment. 4. The lower classes. 5 Egyptian writing. Erroneous ideas concerning the hieroglyphics. The Rosetta stone. The discovery of an alphabet. 6. The papyrus rolls. 7. Literature. The Book of the Dead. The oldest book in the world. The nature of the miscellaneous works. 8. Egyptian education. 9. Character of Egyptian architecture. 10. Sculpture and painting. Faults in drawing. 11. The useful arts. Work in metals. Lost art in glass making. The gold-smith's art. Veneering. The culture of textile plants. Perfection of spinning and weaving. Tools and implements.

FOURTH WEEK.

1. General difference between the religious views of the priests and those of the masses. 2. Ideas concerning the sun. The use of the scarab. 3. The three orders of gods. Triads of gods. Stories and beliefs concerning Osiris and Isis. 4. The worship of animals. The bull in the temple at Memphis. The crocodiles and other animals. 5. The art of embalming. Burial customs. Effect of religious belief and customs on national character.

SUNDAY READINGS. SUGGESTIVE.

First Sunday.—Address to the Mummy of Belzoni's Exhibition—Horace Smith.

Second Sunday.—Abraham in Egypt, Gen. 12; Joseph in Egypt, Gen. 37—47.

Third Sunday.—Moses in Egypt, Gen. 50, Ex. 1—15.

Fourth Sunday.—Psa. 105, Isa. 9, Ezek. 29—30, Matt. 2.

To Members of Illinois Teachers' Reading Circle:

In response to many requests, I have made arrangements with Mr. J. H. Beyans, a responsible bookseller of Decatur, who agrees to send the books required in the Circle at the prices named on this circular. It will be noticed that these prices are somewhat more than those asked by the publishers, but it is supposed that the saving in cost of correspondence and express charges will more than make up for this difference. This work is

undertaken by Mr. Bevans at my request. If you prefer, of course, you will order direct from the publishers. The money must, in all cases, accompany the order. Address, J. H. Bevans, Decatur, Ill.

Yours truly,

August 10, 1885. E. A. GASTMAN.

At a meeting of the Directors, held at Bloomington May 8, the following was agreed upon and adopted:

ELEMENTARY COURSE OF TWO YEARS.

FIRST YEAR.

Required.	Text-Books.	Price Express.	Price Postpaid.
1.	Pedagogy—Hewett,	$ 92	$1 05
2.	School Law—Illinois School Law,	——	——
3.	Physiology—Any Standard Text-book,	——	——
4.	History—Barnes's Gen. Hist., to p. 313,	1 45	1 65
	Recommended Reading.		
	Nordhoff's Politics for Young Americans,	$ 63	$ 75
	Gow's Morals and Manners,	92	1 05

SECOND YEAR.

1.	Pedagogy—Jos. Payne's Lectures, paper,	32	37
	" " " cloth,	63	70
2.	History—Barnes's Gen. Hist., from p. 313,—	——	——
3.	Literature—Julius Cæsar, Lady of the Lake, and Evangeline,	——	——
	Recommended Reading.		
	Parker's Talks on Teaching,	83	92
	Swett's Methods of Teaching,	83	1 00

ADVANCED COURSE OF THREE YEARS.

FIRST YEAR.

1.	Pedagogy—Browning's Educational Theories,	$ 50	$ 57
2	Mental Science—Seelye's Hickok's,	1 05	1 13
3	General History—Barnes's Complete,	1 45	1 65
	Recommended Reading.		
	Rosseau's Emile,	75	83
	Laurie's Comenius,	75	80

SECOND YEAR.

1.	Pedagogy—Tate's Phil. of Education,	78	90
2.	Moral Science—Seelye's Hickok's,	1 05	1 13
3.	Literature—Snow Bound; or, The Ancient Mariner, Prisoner of Chillon, Gray's Elegy, Cotter's Saturday Night, Deserted Village, Old Oaken Bucket.		
	Recommended Reading.		
	Hist. of Eng. Colonies in America.—Lodge,	1 87	2 05

When sent by express, charges must be paid by purchaser on receipt of the books. The prices given are for single copies of each. Orders from clubs, five per cent. discount from "price by express."

J. H. BEVANS, Decatur, Ill.

PERSONAL.

David W. Reid takes a ward school at Rock Island.

J. B. Mann takes charge of the Bates school, New Berlin.

When O. T. Bright opens school this year he will read Proverbs iv. 1.

J. H. H. Low, who last year removed to Rosita, Colorado, is mentioned as a candidate for the office of superintendent of his county.

The members of the Richland County Normal presented Dr. E. E. Edwards Paradise Lost and The Inferno, both beautifully illustrated by Dore. Prof. J. H. Brownlee made the presentation speech.

Edward Bangs has accepted the position as principal at Washburn for a fourth year, after refusing the superintendency of the Lacon schools.

Superintendent R. N. Stotler, of Richland Co., is personally acquainted with every voter in his county. The population of the county is over 16,000.

John N. Wayman leaves Gardner and takes charge of the Yorkville schools. The people of Yorkville will find him a valuable reënforcement—helpful in all ways for good to the community. W. R. Heath succeeds him.

Prof. John Hull, of the Illinois Normal University, at Carbondale, delivered a most interesting lecture at the schoolhouse last Tuesday evening. It was delivered principally for the benefit of the teachers attending the Normal drill, and they were all well pleased with it.

—*Mound City Patriot.*

I. M. Ong remains at Tonica next year. The people of that wide-awake town put to shame many places of four times its size. They pay Mr. Ong one hundred dollars a month, and do it cheerfully. Who that knows the situation will not say they are wise! Miss Maud Burrows has the primary and Miss May Burrows the grammar department.

E E. Rosenberry and Miss Flora A. Lewis were married at the bride's home in Decatur, August 25. The bride and groom are graduates of the State Normal, Mr. Rosenberry having finished the course in '82 and Mrs. R. in '83. Their home is Mt. Sterling, of whose schools Mr. R. is principal. The JOURNAL extends heartiest congratulations.

Mathew Andrews, of Galesburg, having accepted the principalship of the Oakland schools, is succeeded by W. L. Steele. Mr. Steele's successor in the county superintendency is Mr. G. W. Oldfather, of Abingdon.

The members of the Knox County Institute surprised Mr. Steele with a beautiful gold watch, the presentation being gracefully done by Mr. Ransom, of Yates City.

Died, at her home in Newmanville, on July 24, of consumption, Miss Lillie G. Mathew. Miss Mathew spent one year at the Normal school, where she was highly esteemed. The Cass County Institute adopted suitable resolutions, from which we take the following: "Miss Mathew as an educator had but few superiors; possessed as she was of a kind and amiable disposition, a mind well stored with useful information, and withal a great desire to overcome all obstacles, she was well calculated to inspire confidence and shed light and sunshine among her pupils.

Wm. Duff Haynie, son of Mrs. Martha D. L. Haynie, of the Illinois Normal, has been appointed private secretary to Hon. A. E. Stevenson, First Assistant Postmaster General.

On the evening before his departure for Washington, a large number of the people of Bloomington and Normal assembled at the residence of Capt. Augustine, and sent for Mr. Haynie. He was taken completely by surprise. The beautiful grounds were brilliantly lighted, and ice-cream, cake, and speeches were the order of the evening.

Mr. Haynie is a graduate of the high school department of the Normal, and also of Harvard University. He is extremely popular in Normal and Bloomington, and is congratulated heartily on all sides upon his appointment to a good position in the civil service. He is thoroughly competent and will discharge the duties of his position in a highly creditable manner.

Prof. W. H. Brydges has resigned his position as principal of the public school and expects soon to leave town with his family. The position had been tendered him by the school board for the coming year, and at first he had intended to accept it, but, finding no improvement in his health as the summer vacation passed, he finally determined to resign and seek restoration in absolute rest, and this he has done. During their stay in this town both Mr. and Mrs. Brydges have endeared themselves to a large circle of friends they have made,

and it is with sincere regret that they will hear of the step he has taken. As principal of the school the professor has done splendid work, and succeeded in getting more conscientious hard work from the teachers and scholars than perhaps one in a hundred in his profession could have done. His co-laborers as well as the public generally regret his inability to retain his position. We wish him better health and good luck wherever he goes, and hope he may return.—*Lockport Phoenix.*

It is announced that Gen. Henry Kemble Oliver died of heart disease, at his home in Salem, Mass., on August 12. He would have attained the age of eighty-five years on th 24th of November next.

Gen. Oliver was, in many respects, a remarkable man. He was born of Puritan ancestry, in Beverly, near Salem. He received his early education in the Boston public schools, and in Phillips Academy, Andover; and he began his college course at Harvard, completing it at Dartmouth. He began teaching in Salem before he was nineteen years old. It 1827, he became Principal of the English High School in Salem, then just opened. After continuing in this position for three years, he opened a private school on Federal street, in the same city, which he continued for fourteen years. It was while he conducted this school that the incident occurred which gave rise to a good story that has been published in school readers and elsewhere. The story was entitled, "The Sleigh Ride, or Two Ways of Telling a Story;" it was published in the JOURNAL for 1884. In 1848 he was made business agent of the Atlantic Cotton Mills, in the new city of Lawrence, Mass., a position which he filled with great acceptance till 1860. While in this position he served in the Legislature and in the Constitutional Convention of 1853; he was also, for a time, a member of the School Committee, and Mayor of the city.

He was Treasurer of the Commonwealth for five years, including the period of war. Following this, he was appointed by the State to investigate the condition of children in the factories; he was then made chief of the State Bureau of Labor Statistics, which post he held for five years. In 1876 he was chosen Mayor of Salem, and continued in that office till 1880, when he had reached the ripe age of eighty years. He was appointed, by Gov. Briggs, Adjutant General of Massachusetts in 1848, whence his military title. From this brief sketch it will be seen that, after passing about twenty-five years in the practical work of the school room, he spent nearly forty years in business and in public life.

He was the last survivor of the band of educators who formed the American Institute of Instruction in 1830. Among his co-adjutors in that movement were Francis Wayland, George B. Emerson, Gideon F. Thayer, Ebenezer Bailey, and others almost equally famous on the roll of schoolmasters. At the meeting of the Institute at St. Albans, in 1881, Gen. Oliver was present, and pronounced a fitting eulogy on George B. Emerson, who had passed away during the year leaving himself the only survivor of the original members. Few that heard that address will ever forget the appearance or the words of the speaker. General Oliver never lost his interest in schools and teaching. For fifty years he was a frequent contributor to school journals, continuing his labors in this way until the present year. The largest school in the city of Lawrence bears his name. For some years he was an agent of the State Board of Education, assisting the Secretary, giving instruction at institutes, etc It was in this capacity that I made his acquaintance about 1858.

Having occasion to write to General Oliver, in 1882, I reminded him of our work in those institutes. In his reply, after a characteristic Latin quotation, he says, "Gov. Boutwell's institute of 1858! And here I am 'aging with slow decay' at 82 years. May I be ready when the call comes, and that must be soon." At this time he was living in North Andover.

A letter from him dated "Salem, May 14, 1884" is so characteristic that I venture to give an extract: "I removed hither back to my old house and home, in May, 1883, in consequence of the development of heart-trouble some eighteen months since, during all of which time I have been housed and chambered, and with small expectation of again freely getting about." Then, after an expression of deep thanksgiving in Latin, he says: "I have reached the great age of 83½ years,—my mind clear, though my body is weakening. My time I give to thought, books, pen, and to kind visitors and neighbors, looking forward, with trembling faith, to a reunion, not far off, with the dear dead of my household,—another of whom, my oldest daughter, has recently been called home. 'Faultless' should be upon her memorial stone,—Yes, home to that

'Land of pure delight,
Where saints immortal reign.

My faith tells me that she is there with her mother, who left me many years ago, and with her sister,—blind and crippled in life, but now with eyes beaming with celestial light, and with feet like the hind's,—waiting to welcome me. So

'Gentle patience smiles on pain.'

Just now my pen is advocating Half-time Schools for factory children,—one set to work in the forenoon and one to be at school, and then the two to interchange in the afternoon; and so on for five years,—between ten and fifteen. And I am writing against reduction in Salem, of teachers' salaries."

It was, in such a spirit and in such work, that he spent the few last years that rounded out a long, busy, and useful life.

Tall, and with strongly marked features, Gen. Oliver's was a figure to attract attention. Genial, courteous, and social in his ways, a man of "infinite jest," he was likely to be the center of an animated company wherever he went. He showed by his life that a man can be a thorough and efficient schoolmaster, without burying his manhood or his capacity for business affairs, in the work of the pedagogue. The last time I saw him was in the meeting at St. Albans, as he led a vast multitude in singing a hymn written for the occasion, to his old tune of "Federal Street." EDWIN C. HEWETT.

STATE NEWS.

MONTGOMERY COUNTY.

So far as heard from there is not a school without a teacher in the county.

The address of Miss Julia Baker, formerly a teacher of this county, is Oneida, Kan.

The Litchfield School Board propose to have a four years' course in their high school, as well as the course of three years as heretofore.

The Teachers' Reading Circle received considerable attention on the last day of the Normal. Not much of a move in that line has yet been made.

Miss Myde C. Tyler, who has taught successfully in the Litchfield schools for several years, has accepted a position in the schools of Fair Haven, Minn.

Prof. A. P. Allen, superintendent of the Hillsboro schools, is on the programme of the Southern Illinois Association, to convene in Greenville, August 25.

Mr. and Mrs. Jacob Whitehead, formerly of Hillsboro, will return to the Creek Nation to again take charge of their school. Miss Mary Whitehead will return with them, to enter upon a second year's work.

Miss S. E. Graves, who has taught with excellent success in the Nokomis schools for several years, will teach in the Shelbyville school next year. They are to be congratulated that they have secured her services.

The Montgomery County Teachers' Association was reorganized at the close of the Normal, by electing Supt. Jesse C. Barrett, President; Miss Mary L. Hood, Secretary; Mr. G. E. Ayres, Treasurer; and A. P. Allen, Miss Camilla Jenkins, and G. E. Ayres, Executive Committee. The first meeting will be held in Hillsboro, November 14.

The Montgomery County Normal Institute was held in Litchfield, commencing July 27 and continuing three weeks. It was conducted by Prof. Oscar J. Craig, of Purdue University, LaFafette, Ind. He was assisted by G. F. Miner, G. E. Ayres, and Miss Camilla Jenkins.

On the opening day the attendance was 150; at the close of the week, 200; at the end of second week, 230; during the last week, 250. The interest in the work did not slacken toward the close, but increased as the end drew near. During the session three lectures were given. Dr. D. H. Snowden addressed the teachers on "Work and Workers;" Prof. Craig lectured on "Religious Science" and "Teaching and Teachers." Crowded houses greeted the lecturers on each occasion.

This Normal is considered, by competent judges, to be one of the most successful held in the State this year. Our superintendent, Jesse C. Barrett, has created a lively interest in school matters in this county, and to him belongs the credit for the excellent success of the Normals of the past two years. From an attendance of 140 last year, the number advanced to 250 this year.

G. E. A.

WARREN COUNTY.

Some of the teachers of the county have spent part of the vacation canvassing for "The Life of Gen. Grant."

A large number of teachers conducted examinations here last spring, the questions being prepared by the county superintendent.

C. A. Hibbard, principal of the Roseville schools, has purchased the *Roseville Times* and will assist in its publication, in addition to his school duties.

The new law in regard to supervision of schools, is causing dissatisfaction in some quarters, but is well received by the enterprising teachers and friends of education.

Our teachers have not yet regularly taken up the Reading Circle work. Some of the teachers at Kirkwood have united, and are studying the text-books of the Circle, but have not yet joined the State Circle.

The Warren County Summer Normal closed a session of two weeks, Friday, August 14. Those in attendance were, so far as known, well satisfied with the work done. The instructors were Mr. J. C. Paul, during the two weeks; Silas Y. Gillan, during the first week; and John Trainer, Supt. of Macon county, the second week. There were in attendance 74 ladies and 28 gentlemen. Hon. Henry Raab, State Superintendent, was present Friday, August 7. He gave an address at 2 o'clock, p. m., on "The Duties of School Officers," and in the evening gave a lecture on "The True Position and Dignity of the Free Common Schools." Miss Fisher, of Peoria, lectured Tuesday evening, August 11, on "Dickens." Mr. E. A. Gastman was with us Wednesday, August 12, and gave some time to the explanation of the methods and plan of the Illinois Teachers' Reading Circle. He lectured in the evening on "The Training of Children."

One of the events of the Normal was a sociable at the residence of Miss Wiley, County Superintendent.

The attendance at the Normal was largely of young teachers, and those preparing to teach.

Mr. John Trainer was enthusiastic on the use of the "Manual and Guide," and most of the teachers pledged their efforts to introduce a regular course of study in the common schools.

EDGAR COUNTY.

A. C. Collins goes to Vermillion.

Mr. Myers still "holds the fort" at Dudley.

A. Vanscoyk is to take the Scotland schools.

Mr. Horning, after a years' absence, returns to Inclose.

A. G. Murray remains at Kansas, and James Kerrick Hume, at increased salaries.

The Board at Pleasant Hill have secured Mr. Hargis.

Jeptha Boyer takes the place of J. L. Slater, at Brocton, the latter having emigrated to the state of Kansas.

Miss Nelia Hite takes charge of the Grandview schools, while John Snyder and wife, former incumbents, will finish their course at the Indiana State Normal.

A. Harvey, who has filled the position of superintendent of the Paris schools for more than fifteen years, is steadily growing in popularity and efficiency, and with his efficient corps of teachers is raising the standard of education, which is making itself felt in the society of that city.

We are now approaching the season of practical school work, having just closed one of the largest and most interesting Institutes ever held in the county.

Our Superintendent, Dr. D. T. Stewart, succeeded in calling to his assistance some of the most efficient educators in the State: Messrs. John Trainer and T. L. Evans, of Decatur, and A. Harvey, of Paris. With such an array of talent he could hardly fail of success. Mr. Trainer certainly has few superiors, having contrived and put into practice the most successful scheme, perhaps, for grading the country schools, ever invented by man. His "Manual and Guide" is well known to the teachers of central Illinois. It was only necessary to announce that John Trainer would be present to call together the largest attendance of teachers ever assembled in Paris.

The attendance reached 200, most of whom were earnest, intelligent students.

Not only were we blest with efficient instructors, but other facilities were better than we had been accustomed to, for all of which our Superintendent deserves much credit.

The three or four cyclopedias, together with other references, were in almost constant use during intermissions. The American, in particular, was a special favorite, it being more voluminous, but Chambers', Peoples', and Johnson's did good service.

The exercises were enlivened by sweet music from the Song Budget.

There were in attendance the gray haired sires and matrons, as well as the smooth-faced lads and blushing lasses, scarcely in their "teens," all equally earnest in the preparation for their future work.

There was less academic and more institute work than ever before. Indeed, it is hardly profitable to attempt much academic work in so short a term. Enough only was given to illustrate the manner of presenting it, and to enable the young teacher to acquire a more thorough knowledge of the branches taught.

J. F.

CHRISTIAN COUNTY.

L. S. Ham and H. C. Gibbs are reëmployed principals of the Pana schools.

The Morrisonville school board retain D. Frank Fawcett at an advanced salary.

C. H. Andrews continues in the management of the west side school of Taylorville for the coming year.

P. T. Nichols, of Monticello, has been employed to take charge of the east side Taylorville school. Salary, $100 per month.

A summer Normal of five weeks was held in Taylorville by C. H. Andrews, assisted by F. M. Alexander, of Reno, Nevada. The attendance was good and more than the usual amount of careful studying done.

The Christian County Institute, under the direct supervision of Prof. F. W. Boyd, County Superintendent, was the best ever held in this county. The two weeks' session, ending August 7, was replete with valuable thoughts and instruction, which, judging by the interest manifested, will be digested and utilized by every one of the one hundred and thirty-two persons enrolled. Some attention was paid to academic work, yet a considerable time was devoted to professional work. One

valuable feature of this institute was the teaching, as a distinct branch, of orthography, orthoepy, and word-building.

The instructors were Profs. M. Andrews and C. F. Kimball, of Chicago; L. S. Ham, and H. C. Gibbs, of Pana; and C. H. Andrews, of Taylorville. At the close of the session a unanimous vote of thanks was tendered to Superintendent Boyd for his successful management of the institute, and for his efforts in procuring such competent instructors from abroad as Profs. Andrews and Kimball.

EFFINGHAM COUNTY.

Miss Mary Hasbrouch, formerly of the Effingham schools, recently of Cairo, goes to Decatur.

B. F. Sewell is principal at Shumway, Miss Gussie McCoy at Watson, and J. G. Smith at Mason.

The Effingham board has employed Mr. W. H. Deits as principal of the west side school. He, also, is a "third termer"

Mr. I. A. Smothers remains at Altamont. This will make his third year at this place, but he will have entirely a new corps of assistants.

The teachers petitioned the Board of Supervisors for an appropriation of one hundred and fifty dollars to increase the facilities of the county institute held annually at Effingham. This petition received about sixty signatures.

Hurrah for the Institute Law! The passage of this bill made one of the greatest epochs in the history of education in Illinois. By it, and the solicitations of our County Superintendent, J. A. Arnold, the attendance at the institute is about two hundred per cent. greater than last year. The instructors were W. H. Deits, I. A. Smothers, and Miss Mary Hasbrouch. S. D. M.

WILL COUNTY.

The Annual Institute was held in Joliet, and lasted two weeks. The instructors were the same as last year with the exception of Prof. Curtiss, of St. Paul, who spent a week on penmanship. The other instructors were Mrs. Henderson and Miss Kenyon, of Joliet, and Messrs. McCormick, Seymour, and Cook, of Normal. Mr. Seymour gave two illustrated lectures on tissues, and other lectures were given by Jonathan Piper and Superintendent Howland, of Chicago, and by Mr. Cook, of Normal. A pleasing feature of the Will county institutes is the abundance of fine music furnished by the musical people of the city. Miss Mary Burke had charge of this part of the exercise. The enrollment was 376, the largest thus far reported from any county in the State.

Superintendent McKearnan has given himself to the improvement of the schools of his county with a degree of energy and enthusiasm that we have not seen surpassed. The result of his efforts cannot fail to be of very material value to the county.

Wednesday evening of the second week was devoted to a general sociable, which was attended by a large number of the citizens. Musical and literary exercises occupied a portion of the evening, after which ice-cream and cake were plentifully distributed to all present. The affair went off delightfully and the teachers were very grateful for the attentions paid them.

RICHLAND COUNTY.

The summer Normal continued four weeks, the last week being devoted to institute work. The instructors were, County Superintendent Stotler, Prof. Brownlee, of the Southern Normal, Dr. E. E. Edwards, of Olney, and Messrs. Bainum and Shryock, of the Olney schools.

The attendance was one hundred and fifty-six, which is fifty-six more than the teaching force of the county. J. W. Cook, of the State Normal, was present the last week. Lectures were delivered by Messrs. Edwards, Brownlee, and Cook, and Prof. Brownlee and his pupils in elocution gave an entertainment at the close of the institute.

ADAMS COUNTY.

Miss Lucy Cawley continues in the Mendon schools, in which she has taught for several years.

Miss Frances Chidsey will remain at her post which she has very acceptibly occupied for several years.

Mrs. Anna B. Smith has had remarkable success. She not only holds her former position but receives an increase in salary.

Mr. N. J. Hinton, for several years the first assistant in the Payson public schools, has declined a reëlection, and has accepted the position of principal of the school at Liberty.

Prof. W. S. Gray has accepted the principalship of the Mendon public school at a salary of $100 per month. The school board are to be congratulated on securing the services of Mr. Gray.

Prof. E. G. Ertel has been elected principal of the Coatsburg schools. Mr. Ertel has been connected with the school as first assistant for ten years. His election is a fitting recognition of faithful work cheerfully done.

The third annual institute of Adams county closed a successful season of four weeks the middle of August. Superintendent Jimison's sickness prevented his presence at the beginning of the work, and Prof. H. M. Anderson, of Clayton, conducted the institute the first two weeks, and gave instruction in the sciences and pedagogics. Prof. W. S. Gray gave instruction in the common branches in a very practical manner. The number enrolled was one hundred and sixty-one. Superintendent Jimison has worked energetically since his election for the interests of Adams county, and no more fitting testimonial could be found than the interest which is taken by his teachers.

PERRY COUNTY.

Hon. B. G. Roots was not able to aid in the institute on account of severe illness.

Sydney L. Johnson has accepted the principalship of the school at Steelesville for next year.

John D. McMien has been elected principal of schools at Tamaroa the ensuing year. Mr. McMien is an excellent worker and will give Tamaroa good schools.

Mr. Bishop, of Lebanon, has accepted the principalship of the DuQuoin schools. He attended the Perry County Institute during August, and from his general work it is expected that DuQuoin schools will succeed.

The sixteenth annual Institute of Perry county excelled all its predecessors in the number of teachers enrolled and the interest in work. County Superintendent R. B. Anderson is making a stronger feature of the model school of thirty children than ever before, and the teachers are reaping a truly great harvest of practical ideas which they see in working order every day. Classes in number, language, geography, history are ably presented by the County Superintendent, and Prof. H. M. Anderson enlivens the teachers in zoölogy with live specimens of craw-fish, frogs, turtles, etc., which are afterward dissected and skeletons are prepared. Physiology, botany, philosophy, and pedagogics are also taught in the same practical manner. Hon. Henry Raab lectured to the teachers and public on the 27th and it was a perfect treat to all. Superintendent Dapprich, of Belleville, was present part of the time and gave some excellent hints.

When it is remembered that there are but seventy-six schools in the county, it will be seen at once that an enrollment of one hundred and twenty-five names indicates an unusual degree of interest in educational topics, and shows that the untiring efforts of Superintendent R. B. Anderson in advancing the education

interests of the county are justly appreciated by the teachers, as they so richly deserve to be.

HARDIN COUNTY.

The session of the Hardin County Teachers' Institute, which closed August 8, was a remarkable success in all respects. The attendance was good, and the interest marked. We have but thirty-two schools in the county, and our enrollment during the Institute was thirty-two. No attempt was made to give academic instruction, but rather to present methods and conduct class recitations in primary and intermediate work.

The instructor was Prof. D. B. Parkinson, of Carbondale. The nature of the work was very practical, and the interest manifested by our teachers while receiving the instruction, proves their determination to make it felt during the coming year. Prof. Parkinson is a man of wide experience, sound judgment, broad education, and forcible, pleasing manners.

At the close of the session, the teachers passed a series of resolutions, in one of which they extended their heart-felt thanks to Supt. J. H. Jenkins, and instructor Prof. D. B. Parkinson, for the faithful work done for the teachers.

A Reading Circle of fifteen members was organized.

MADISON COUNTY.

H. A. Greening is the new principal at New Douglass.

John E. Stullken takes charge of the Progress school.

All our graded schools open the first week in September.

The Marine schools have just introduced Barnes' New Readers

John Cox will have charge of the Maple Grove school this term.

Miss Viola Gregg will be the assistant at the Grantfork school.

Miss Addie Ellison will again teach the Kahn school this winter.

Miss Julia Karum will teach the Kaufmann school next winter.

A number of teachers canvassed for Grant's Memoirs during vacation.

Old Madison will be represented every month after this in these columns.

Jacob Gruenig will teach the Buckeye Branch school the third year this season.

New floors have been laid, and other improvements made, at the school buildings at Highland

Miss E. Livermore, one of our veteran county teachers, has charge of the Matt. Brown school.

Prof. H. H. Keebler, of Collinsville, had quite a tussle with a spell of typhoid fever this summer.

Prof. J. Y. Pearce and Miss Florence Benedict will take charge of the youth of the Alhambra school this term.

George Eaton remains at the Baer school, at an increased salary. Ditto Miss Hettie Todd, at the Zobrist school.

W. P. Sweeney assumes charge of the Troy schools this year, and Logan B Fruitt wields the birch at Quercus Grove.

The school in the Sutter district will be presided over by Nelson Pike, and the one in the Seibert district by Eva Starkey.

The schools of this county may look forward to something of the nature of a Comparative Examination some time the coming winter.

Frank Hoyer will see that the children in the Augusta school district are taken care of educationally.

Mr. Arthur Oehler, first assistant of the Marine schools, is the veteran of institute attenders. Mr. Oehler has a class in bookkeeping now.

J. W. Welles, for several years past principal of the St. Jacob school, has been appointed mail agent by Uncle Sam, on the C. & A. R. R.

A number of teachers from the east end of the county lost their hard earned sheckels, in some cases the savings of years, through the Highland Bank collapse.

H. Labhardt, formerly of Hermann, Mo., has received an appointment at Highland. He seems to have come to stay; as he has bought a neat property adjoining town.

Some few weeks ago report had it that Prof. O. D. Oberlin, principal of the Venice school, had been shot and killed while in Saratoga, but all of his friends are glad to learn that the same was a canard.

The Illinois Teachers' Reading Circle has taken a foothold in this county. County Supt. James Squire is President, and Arthur Oehler, Secretary, of the County Board of Managers, and local circles are being organized.

Supt James Squire is making his report to the State Superintendent, and says that there is an overplus of twenty teachers in the county. We think this a grand showing, and proves a lever in maintaining good salaries.

Prof. J. W. Thompson takes subscriptions for THE JOURNAL, and did good work during the late institute. All items from the county should be sent to the chairman of the executive committee not later than the 10th of each month.

Prof. Theo. Adelmann, who some years ago left the schools of our county for Missouri, has returned to the fold, and will be principal of the St. Jacob schools the coming year. His assistants are Miss Constance Chipron and Lizzie Durer.

A change has been made in the Edwardsville schools. The late superintendent, Prof. I. H. Brown, goes to Columbia, Mo., and Geo. F. Miner, of Nokomis, takes his place. It is thought that this year will decide divers issues in the schools at Edwardsville.

The new executive committee of the Madison County Teachers' Association consists of: M. P. Linn, chairman; Arthur Oehler, sec.; John Cox, Miss Jennie Rawson, and Miss Lizzie Crossman. The school interests of the county will receive due attention at their hands.

Two of our teachers have lately entered the matrimonial state. Miss Ella Anderson was married to Mr. Rufus Pike, and now attends to household duties at her husband's country residence near St. Jacob. Prof. J. W. Thompson, of Nameoki, also came to the conclusion that it is not good for man to be alone, and took unto himself a helpmeet in the person of Miss Virginia Cain. Our best wishes to all of you.

The Teachers' Institute convened in Edwardsville, at the public school building, on July 5, and entered on its work under the most auspicious circumstances. Profs. I. H. Brown, of the city schools, and Jas. S. Stevenson, of the Clay schools, St. Louis, were the conductors. Both gentlemen are prominent educators, and have been connected in institute work for many years, and have won the highest commendations from all teachers in attendance.

This institute has been one of the most successful ever held in the county, there being over forty in attendance the first day, and as many as 110 during the four weeks' session.

County Supt. James Squire was present the major part of the time, and aided materially in the success of the same, securing good addresses by competent men. Among them was Hon. Henry Raab, who was made welcome by all. Mr. Squire has the good will of the teachers. Particular attention was given to pedagogy, and

Supt Squire made that branch obligatory upon every applicant for a certificate.

Prof. Brown was called away to conduct an institute at Lincoln, his place being filled by W. H. Prentiss, of St. Louis, an efficient and affable instructor.

Examinations were held at the close of the work, and were attended by some fifty teachers. We anticipate another such institute next year, under the able management of Mr. Squire. Good work.

JACKSON COUNTY.

The Jackson County Teachers' Institute met in Murphysboro, the county seat, on August 10, for its annual summer session. After the enrollment, which increased daily until 107 members were registered, the institute commenced work under the leadership of County Superintendent John M. Reeder. The instructors in attendance were Profs. G. H. French, teacher of natural history in the Southern Normal; S. E. DeHaven, principal of the Grand Tower schools; and John W. Wood, of DeSoto. Classes were formed for the daily discussion of the following branches: Arithmetic, grammar, geography, history, orthography, reading, pedagogics, and common things.

Perhaps the interest manifested during the entire week has never been exceeded on any other occasion in Jackson county. All go to their respective schools better prepared than ever to discharge their important duties.

On Tuesday Robert Allyn D. D., president of the Normal, was present the entire day, and made several talks, one of which was on "Language Lessons." At noon, on Friday, State Superintendent Henry Raab arrived, and was immediately escorted to the institute. The regular afternoon programme was dispensed with, and the time occupied by Superintendent Raab, who spoke first on methods of teaching reading. In the evening a large audience met in the court house and were entertained by the Superintendent by his address on "Public Schools."

The Jackson county teachers are progressing and expect to continue doing so. Several meetings of the institute will be held during the coming school year, the first of which will probably be during October, at Grand Tower, on the Mississippi. C. P.

LOGAN COUNTY INSTITUTE.

WHEREAS, The teachers of Logan county, in convention assembled, in order to show a just appreciation for the kindnss extended to us by the instructors, trustees, and patrons in general, of Lincoln University, do adopt the following resolutions:

1. *Resolved*, That a vote of thanks be tendered the trustees of the Lincoln University for the use of the college building and the dining hall.

2. That a vote of thanks be tendered our able instructors, Professors S. H. Brown, B. F. McCord, W. R. Whetsler and Supt. S. M. Guttery, for their zeal, zest, and promptness, by means of which they have been able to conduct the most successful Teachers' Normal ever held within Logan's borders.

3. That a vote of thanks be tendered the editors of *The Herald* and *The Times* for their weekly reports.

4. That a special vote of thanks is due the editor of *The Lincoln Daily Journal* for his "Institute Notes."

5. That a vote of thanks be tendered Profs. M. L. Pillsbury, A. E. Gastman and Alex. Forbis for lectures delivered before the institute.

6. That a vote of thanks is due President W. R. Whetsler, of Lincoln Business College, for the use of his pleasant rooms during our examinations.

7. *Resolved*, That a copy of these resolutions be sent to *The Lincoln Daily Journal*, *The Herald*, *The Times*, and "THE ILLINOIS SCHOOL JOURNAL," for publication.

CHAS. H. SCHOLZ,
MAGGIE L. NORRIS,
HARRY E. STARKEY,
SUE E. BUCHANAN,
Committee.

OREGON TRAINING SCHOOL.

The number of students for July was greater than ever before. About forty counties of Illinois have been, all told, represented in the school. Many of the students come from the central and southern parts of the state. The work proves to be profitable for all classes of students, especially to persons who desire county and state certificates, and to those who wish to improve in methods of teaching. About two-thirds of the members of the school have been teachers, and one-third those who have wished to prepare for other schools, business, etc. Graduates of colleges, of high schools, and of normal schools, as well as young people who are just commencing a thorough education, all find a pleasant and profitable work to do. Some of the students have taught twenty years, and many are occupying excellent positions in all parts of the State.

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The Brockway Teachers' Agency advertised in our columns refers to Supt. Howland, of Chicago, Prof. Phelps, Winona, Minn., Adj. Gen. Elliot, Springfield, and others. This agency furnishes a very convenient means of communication between teachers and employers.

By reference to the Reading Circle Department, it will be seen that the Director has made arrangements with J. H. Bevans, of the "City Book Store," Decatur, Ill., to carry all of the books used by the Circle. By reference to those columns prices may be found. Teachers may thus be saved the trouble of making several orders.

How many of our readers are aware of the fact that A. H. Andrews & Co. are the largest manufacturers in the world of school furniture? Have you noticed their "ad." on p. III? Have you tried their Dustless Erasers? Have you seen their Lunar Tellurian Globe? Are you going to have new desks this year? Yes? Well, then, you *must* see the Triumph, with folding lid.

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LOCAL NOTES.

Maxwell & Co. have removed to Chicago, but they left their old store behind them, and R. C. Rogers & Co., their successors, can fill any order for goods in their line. If you want a book that your dealers can't supply, write Rogers & Co., and get it by an early mail. Students, drop in and see the opportunity for bargains. North Side Court-House Square, Bloomington.

BOOKS SENT POSTPAID.

Hewett's Pedagogy, $1.07; Cook's Arithmetic, .60; Haynie's Grammar, .56; Seymour's Simple Dissections, .20; Metcalf & DeGarmo's Dictionary Work, .27; Miss Kennedy's Observation Schemes, .25; Gillan's Lessons in Mathematical Geography, .15; McCormick's Practical Work in Geography, $1. Special rates by quantities, and introduction prices on all text-books. Correspondence invited.

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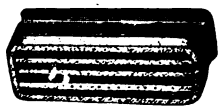
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ILLINOIS SCHOOL JOURNAL.

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ENGLISH GRAMMAR IN THE COMMON SCHOOLS.

BY MRS. M. D. L. HAYNIE.

"*And there is pansies, that's for thoughts.*" The word pansy is from the French *pensée*, the past participle of the verb *penser*, to think.

The charming little story of the naming of the pansy may be true, or it may not be true, but we do know that from time immemorial, perhaps long before the days of Shakespeare, this lovely little flower has been considered an emblem of thought. It would seem impossible, too, for one to own a bed of pansies, to cultivate it, and to associate daily with the strangely beautiful blossoms, without becoming a thinker. I repeat,—*associate with them*, for they have human faces; and in a large bed, one may find representatives of almost every age and condition of the human race. There are innocent baby faces, close by the cunning face of the sharp boy, *bent on mischief;* and not far away, joyous youthful faces near to those worn with care and toil. One plant I remember well. A seed had fallen, accidentally, upon a little rich earth which was in a nook on the slope of a miniature Rocky Mountain opposite my window; and from July until the frosts came, there was a small party of old ladies, *with mob caps on*, whose smiling faces greeted me every morning with a pleasant "*how-dy'e do*," and every evening seemed to say, "*au revoir*," growing ceremonious, you see.

I visit my pansy bed often, and always meet there my teacher,—Nature.

I went to it one morning, after a heavy rain, and found many of the tender young plants prostrate, and some of them had disappeared entirely; the storm had beaten upon them too heavily,—they had sunk into the earth,—they were buried!

There was a lesson from Nature; and would that those who have the care of little children could learn it by heart,—both parents and teachers; for the little ones are not unlike the tender plants; they cannot endure severity or oppression,—even the oppression of kindness. Sometimes they grow weak, and are like the *prostrate* pansies; sometimes, too, they meet the fate of the buried ones.

But I saw in the same bed, other plants,—plants of older growth; these were somewhat bowed down, but I knew that a little sunshine would soon make them lift up their heads, and that they would be all the more vigorous for the peltings of the storm.

Then I thought that boys and girls who had passed out of the stage of infancy, and were beginning to think of laying aside pop-guns and tops, dolls and little dishes, were not unlike these stronger plants.

Another lesson for the teacher. Such boys and girls are able to bear a good deal of geography, grammar, and arithmetic, without being injured in the least, either mentally or physically. A little sunshine from the teacher will save them.

One more lesson I learned. In the same bed were some of mature growth, young still, and vigorous. These held up the head, and looked victorious;—they had met the storm, and, unharmed, had listened to its ravings as it passed away.

Then I thought of the well trained youth of our country; they are not unlike these last

named pansies, for they are ready to meet the storms of *argument and criticism, and hate and oppression*, and to stand undaunted and unharmed, listening to their ravings as they pass by.

Then I thought of the New Education,—not the one so much talked about, for I have not the most distant idea of what that *is*, but the New Education that *ought to be;* and, it seems to me, that fractions, conjugation, and No Man's Land should have nothing to do with it.

The New Education needed most, concerns the men and the women who have charge of the schools,—County Superintendents, City Superintendents, and teachers, from Primary to High schools;—and we may, also, include members of the Boards of Directors. The people should see to it that the above named managers of their children are not only thoroughly educated, but that they have, also, been baptized in the river of common sense, which means, *to know How, When, Where,* and *How Much:*

1. How to impart knowledge.
2. When to begin.
3. How much to give, and how much to require.
4. Where to begin and where to end.

But I am here constrained to say (and I think it is due the teachers almost everywhere to say it) that from the healthy and happy appearance of the children I meet, wherever I go, and from the real advancement made by many in the higher grades, there is not so great a lack of common sense among the teachers of the common schools, as some of the writers in educational journals would lead one to suppose.

The key note to common sense teaching was struck in an admirable paper on Examinations and Promotions, read before the Central Teachers' Association, held in Bloomington, several months ago.

Let the teacher see to it that the child be not kept in a low grade, where he does not belong, simply because a 0 (zero) stands recorded against him. Let the zero be stricken out;—perhaps that morning the child had a headache; perhaps his mind was with his sick mother; perhaps—well, let the perhaps *put out the zero.* Every zero?

No,—but a man or a woman who has not enough common sense to know how to *grade a zero*, should never be put into a position as judge of the intellectual progress of a human being.

"*Causeries avec mes Eleves*," (Conversations with my Pupils) how charming! One year ago, I remarked in an article published in the SCHOOL JOURNAL, that in my opinion the New English Method was simply an imitation of the so-called Natural Method of teaching French and German; and from the little glimpse with which I have been favored, I feel like exclaiming to-day, "*I told you so!*"

When Sauveur first published his *Causeries avec mes Eleves*, I used it in my French classes; and as soon as I heard of Zur Brücke's little book, introduced it into my German classes. Both these books are excellent when used in connection with grammar and dictionary, and particularly so in giving idiomatic constructions of languages concerning which beginners are profoundly ignorant. I found, however, that the gain was mostly to myself, for it was so easy and pleasant to talk,—but the pupils were losing; time was taken that should have been used in *parsing* and in declining, and conjugating French and German!

I attended a *School of Languages* in order to see the superior excellence of the Natural Method. Everything connected with it was charming; everybody was learning—even the most stupid; but I knew very well that when the teachers were gone, the inspiration would be gone, for there was only a sandy foundation for self-help; and I knew, also, that only the few would have the abiding firmness which alone enables one to help himself.

But, although something may be said in favor of these conversations in a foreign tongue, as I have admitted, the same cannot be admitted with regard to the English, in our own schools, for the children learn the idiomatic constructions in early life, and, if I am not very much mistaken, they do not often make mistakes in using our idioms, but in the ordinary English, the English that will admit of parsing and analysis. What the children need, is, at a proper age, to learn something that will aid them in correcting bad habits of speech, when they are not near enough to the teacher to ask his aid.

One objection made to memorizing rules is that it burdens the mind with a number of useless words that the child cannot understand. I do not believe it.

In the first place, the *Memory* is so very elastic, it cannot be burdened. If this statement be doubted, I can prove it.

In the second place, as I shall prove, after awhile, the words which embody the laws of language are words of wisdom, and though a child may not comprehend in full the meaning of all the rules he has committed to memory, at the time, another time may come, a time of need, when like a reserved corps, they will come at the word of command, marching to his relief.

How many children comprehend the language of the twenty-third Psalm when they are learning it by heart?

Shall we ask for the result in after life?

I verily believe that the method I use in teaching English Grammar is a good one; and I am so firmly convinced of it that instead of concealing it, I am anxious that it be known everywhere.

THE PHILOSOPHY OF TEACHING.*

BY DR. E. E. WHITE.

II.

The first of these supposed facts is the basis of the theory that primary pupils may be taught the same kinds of knowledge as the pupils in the higher grades, and by essentially the same methods, the only radical difference between primary and advanced instruction being in the *amount* of matter taught, the former covering daily less ground than the latter. Forty years ago, and even later, elementary text-books were constructed on this theory. The earlier elementary arithmetics began with formal definitions, and rules preceded the problems. The primary geographies began with the same definitions as the more advanced treatise, even including mathematical definitions, and otherwise covered substantially the same ground, the only essential difference being the fact that the first book was *thinner* than the second.

*Extract from a paper read before the Ohio Teachers' Association.

The second of these supposed facts, in its more extreme interpretation, assumes that the intellectual powers active in primary pupils are the presentative, especially the power of observation; that later in school life the representative powers, memory and imagination, become active, and still later the thought powers, generalization and reason. It is the basis of the theory that a course of school instruction may be cut horizontally into three distinct sections or periods,—primary, secondary, and advanced,—the primary including sense or perceptive knowledge, the secondary reproductive knowledge, and the higher, or advanced period, generalized and rational knowledge. These three periods of school instruction have been respectively designated as perceptive, conceptive, and rational; also, as objective, reproductive, and elaborative.

The third supposed fact assumes that all the intellectual faculties are active when the child enters school at six years of age, and that his intellectual condition, as he advances in the course, is characterized by changes in the *relative activity* of the several intellectual powers. This view supports the theory that both the matter and the method of school instruction should correspondingly change from year to year,—the successive phases of instruction being characterized by the *relative attention* given the different kinds of knowledge, and especially *by the manner or method in which such knowledge is taught.*

Which of the above suppositions is true?

The foregoing diagram, presenting the activity and growth of the powers of the intellect, shows that the nine intellectual powers are all active, though not equally so, at six years of age, the child's intellectual condition being then characterized by the activity of sense-perception or observation, constructive imagination, and conceptive generalization (the word faculty), sense-perception being the leading faculty; that later the imagination, judgment (the fact faculty), and inductive reasoning become more active, and characterize intellectual activity; and that the higher phase of development is characterized by the activity of the creative imagination and the reason, inductive and deductive. There is a marked change in the relative activity of the three thought powers, conception, judgment,

and reason—the first being the leading thought faculty at six years of age, and the last at sixteen. It is true that there is an increase in the activity and energy of the mind as a whole, but the characteristic featu e of its activity and development, and the guiding one in teaching, is *the variation in the relative activity of the several intellectual powers.*

It is also to be noted that in these changes in the relative activity of the different faculties, there are no sudden transitions. While the presentative powers are at first the most active, the higher powers increase in activity from year to year, until they become the leading powers of the intellect. We have found no psychical basis for the theory that children do not reason before they are near ten years of age. When a child asks for the why or reason of things that interest him, the reasoning faculty is active. A bright child makes many inductions, and intelligently acts on some of them, before he is six years old. Ask a bright boy, in his sixth year, why dogs can not fly, why people wear thicker clothes in winter than in summer, why a stone will fall if you drop it, and he will give *reasons*, though not scientific ones.

It is doubtless true that most of the generalizations of young children are judgments, not inductions, and as such are limited to known objects; but it is a mistake to suppose that primary pupils do not reason. Locke held that children reason as early as they understand language, "and," he adds, "if I misobserve not, they love to be treated as rational creatures sooner than is imagined."

But it is to be observed that in their earlier thinking, children acquire concepts and facts which involve the *more obvious* qualities and relations of things, and they reach, one by one, inductions which are based on indications admitting of easy interpretation. As they grow older, they are increasingly able to discover less obtrusive attributes and relations, and form more sharply defined concepts, and at length they acquire by training the power to form what are called *scientific* concepts, and generalizing and applying the resulting facts, reach scientific inductions, principles, laws, etc.—in a word, *science.* It should, however, be noted that this scientific phase of thought depends on no newly awakened faculty, even deductive reason being active long before it is reached. The inductions of common life, even of child experience, differ from the inductions of science in "subject matter," as Dr. Porter expresses it, and not in the essential thought processes involved. Scientific thought requires closer and longer continued observation, more accurate conception and judging, and a deeper insight of the reason than common thought. This fact will be made evident by comparing the thought processes involved in the common concepts, facts, inductions, and classifications which make up a child's knowledge of common plants, with the thought processes involved in the scientific concepts, facts, inductions, and classifications which constitute the *science* of botany.

I can only allude to the fact that the development of the intellect involves the corresponding development of the sensibility and the will, and in childhood, the growth of the body. The activity of the mind in knowing depends on the acuteness of the senses, the intensity of the emotions and desires, and the energy and constancy of the will, and these are conditioned upon the sustaining power of the body, which, other conditions being favorable, increases as children grow older. The young child can not attend to one object as long as an adult, and the same is true of the relative duration of all psychical states. There is a general law of interdependence and interaction that runs through all psychical activities.

We are now prepared to state and consider:

PRINCIPLE II.

There is a natural order in which the faculties should be exercised and the corresponding kinds of knowledge taught.

The natural order of exercising the faculties is necessarily the same as the order of their activity, to wit: first, the presentative, second, the representative, and third, the thought faculty; and the natural order of exercising the thought powers is: first, conception, second, judgment (formal), and third, the reason, first inductive and later deductive. The movement of the mind in the earlier processes of knowing, is from perception, through representation, to conception, and from conception, through judgment, to reason,—*that is from*

sense activity to reasoning, through the activity of the intermediate powers.

This principal has been specialized in the form of *maxims* of elementary teaching, including the following:

1. *Observation before reasoning.*
2. *The concrete before the abstract—sense-knowledge before thought-knowledge.*
3. *Facts before definitions or principles.*
4. *Processes before rules.*
5. *From the particular to the general.*
6. *From the simple to the complex.*
7. *From the known to the related unknown.*

It should be specially noted that these maxims relate to that phase of the process of knowing in which the mind is acquiring primary concepts and ideas, elementary facts, and simple inductions, as a preparation for the acquisition of higher or scientific knowledge. They are maxims of *elementary teaching*, and not universal principles. The maxim, "Processes before Rules," is, for example, an important precept for teaching elementary arithmetic, but no wise instructor would uniformly or generally follow it in teaching the higher mathematics, and it has its exceptions in the higher applications of arithmetic. The same limitation obviously applies to the maxims, "The concrete before the abstract," and "From the particular to the general." In the higher phases of instruction, the true order is often from the abstract to the concrete, and from the general to the particular, this being always true in deductive processes. It is, however, to be observed that this inverse order is only possible when the mind is in possession of those primary concepts, ideas, and facts, which are essential to the apprehension of the abstract and the general. The above maxims are true directions for the teaching of all *inductive* branches, but they have more special application to elementary schools. They are the criteria which differentiate an elementary method from an advanced method or a general method.

The observing of this natural order in school instruction does not imply that there should be long intervals between observation and reasoning, or between any lower activity and the related higher. The successive steps may be taken in the same year, and even in the same lesson. The principle does, however, imply that *the several intellectual powers are best developed and trained by observing their natural and harmonious activity.* The child must observe as a child, must think as a child, must reason as a child, *in his psychical condition.* Any attempt to force the young mind to do what it has not the preparation or the energy to do, is to weaken it. There is, however, danger of falling into an opposite error, and limiting the mind to one kind of activity when it is prepared, and has a natural impulse for a higher activity. Children may unwisely be kept swinging on the gate of sense, when they are prepared to make fruitful excursions into the garden of thought.

PRINCIPLE III.

There is a variation in the relative attention to be given the several faculties and the corresponding kinds of knowledge in the successive years of school instruction.

This is a corollary of the two preceding principles, but its practical importance justifies its separate statement. In the first years of school instruction, the presentative powers, being naturally most active, should receive most attention; later, attention should be more equally divided between the presentative, the representative, and the lower thought powers; and still later chief attention should be given the higher powers. This change in the attention given to the several faculties, is also true of the attention that should be devoted to the corresponding kinds of knowledge. In the primary school, chief (but not exclusive) attention should be given to observation and sense-knowledge, but as pupils pass up in the grades or classes, more and more attention should be given to thought-knowledge, and especially to rational knowledge.

This leads directly to

PRINCIPLE IV.

A true course of instruction for elementary schools cuts off a section of presentative, representative, and thought-knowledge each year.

This principle is an obvious consequence of those already considered, and is equally supported by the facts of psychology. Children at six years of age have not only acquired much presentative knowledge, but are in possession of a considerable number of general concepts and facts, and by the natural activity

of their minds are passing increasingly from sense-knowledge to thought-knowledge, and from the particular facts of observation to general judgments, and, to a limited but increasing extent, to the general facts of reason.

It follows that while primary instruction should give chief attention to presentative knowledge, the concepts and facts of observation and experience, it should also increasingly teach the more obvious generalizations of these facts, and their expression in language. The first year's instruction in reading, for example, should exercise not only the presentative powers, but also memory, imagination (modifying and constructive), conception, formal judgment, and, sparingly, inductive reasoning. The reading lessons of the first year abound in words expressing general concepts and ideas, and their little sentences express facts which relate to the feelings, actions, and duties of children and adults, the characteristic actions of domestic animals, birds, insects, etc., the more obvious qualities and relations of common objects, including their class relations and other common phenomena. These facts are both particular and general, as a glance at any primer or first reader will show.

It is to be specially noted that while a course of elementary instruction should include general knowledge from the beginning, the general knowledge first taught should consist of common concepts, common facts, and common inductions,—the concepts, facts, and inductions of child experience,—the higher forms of thought-knowledge, called science, appearing later in the course. There should, however, be no sudden transition from common to scientific knowledge. The more elementary concepts and inductions of science may be taught certainly as early as the fifth school year, and should therefore receive increasing attention until the so-called scientific phase of instruction is reached. It is not possible to draw a line through any branch of knowledge, as developed by the race or the individual, and say here elementary knowledge ends and science begins. The elements of every branch of science include not only its primary concepts and ideas (its simplest elements), but also those elementary facts and inductions which are the basis of its higher generalizations; and it is neither possible nor wise to hold the mind back from these simple generalizations until the period specially characterized by scientific thought is reached.

(Continued.)

SKETCH OF A LESSON ON THE PRIMARY COLORS.

BY SOPHY G. KENYON.

The teacher who is ever on the outlook for opportunities of increasing the general knowledge of the children, and cultivating their powers of observation, will find that some instruction in color may form a part of almost every reading and number lesson; but a subject of so great importance certainly requires some special attention. Probably no amount of training would prove a remedy for color blindness, but when this defect does not exist, the eye may be cultivated not only in distinguishing the colors, with their shades and tints, but also in detecting the harmonies or discords in their combinations.

Many children enter school with an utter inability to distinguish or name even the primary colors, and it is surely impossible to follow the proper order in education, which begins with the training of the senses, if the eyes are not opened to see the beauty and harmony of nature's coloring in plant and flower, bird and butterfly.

Before beginning these lessons in color, the teacher must be provided with a variety of objects in the primary and secondary colors, such as papers cut in squares, circles, etc., worsted balls, pieces of zephyr, ribbon, cloth, sticks, crayons, or anything that will show the colors clearly and furnish plenty of variety. If no color chart is furnished, one is easily made by pasting the colored papers on a card. When everything is in readiness for the lesson, the teacher gives to each child squares of red, yellow, and blue paper; then holding up a red one, asks the children to hold up one like it. The other two colors are shown in the same manner, and the teacher notices whether any of the children have difficulty in distinguishing them. Teacher says "Mary may tell me what color this is," hold

*These can be obtained from dealers in kindergarten materials.

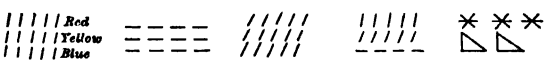
ing up a red square. "That is red." "It is a red what?" "It is a red square." If the children are not familiar with form, they may call it a red paper, as it is not wise to distract the thought from the specific object of the lesson, which is to teach the names of these colors. Children are now all asked to show a red square, George and John to find red balls, Lizzie a red ribbon, Lucy a red flower. When the objects are shown to the class, the statement is made, "This is a red flower," etc. Children name red objects in the room, red articles of clothing, select red crayon, and make marks on the board. If the word red is a familiar one, it may be written with this crayon. Teacher says, "Think of some red things you cannot see here." Children name different kinds of flowers and fruit, and articles in their homes. If this exercise in reproduction is not prompt, the teacher, by asking a few suggestive questions, will set the little minds working in the proper channel.

Yellow and blue are taught in the same manner as red, and after each has been taken separately they must be taken together that drill may be given in applying the name to the color to which it belongs, thus: Teacher points to each color on the chart and children give the name. One child points to a color on the chart, and the other children hold up the same form and color, then describe it. Children are allowed to throw balls to each other and say, "I threw a yellow ball." "John caught a yellow ball." "Willie threw a blue ball." A little instruction in language will probably occur here, as few classes can be found where "throwed" and "catched" are not used. These errors, or others like them, *must* be corrected, for every lesson is emphatically a language lesson, but a repetition of the sentence in correct language will not lessen the interest in the subject.

Children shut their eyes, open them at a signal, and quickly tell what is in the teacher's hand. "You have a red book." "That is a blue flower." A child is told to place a certain number (five) of yellow blocks together, then, when children's eyes are closed, a red one is placed among them; when called upon, children tell what has been done.

Colored sticks are distributed and children told to place them on the desk in a vertical position, with the red at the right hand, yellow next, then blue. The arrangement may then be changed to horizontal and oblique (standing up, lying down, and slanting may be used if the other terms are not understood). Triangles may be laid with the sticks, children placing the colors as they are named by the teacher; squares with two red sides and two yellow ones, three blue and one red, or any other way dictated. Teacher says, "I am going to tell you something about these three colors that I want you to be sure to remember. We can make all the other colors by mixing these in different ways. I will show you how sometime with paints. Now tell me the names of the colors that make all the other colors." "Red, yellow, and blue make all the other colors," is repeated individually and in concert. If the children are requested to bring something in these colors before the next lesson, the teacher will find her desk a perfect museum, for where is the child who does not enjoy carrying something to "my teacher?"

For seat work in connection with this lesson, scraps of worsteds, silks, or papers, to be sorted and arranged in three piles, will be a good exercise; also, pieces of cardboard, marked with pencil, for sewing in the colors. The following patterns continue the drill in form, in connection with color:



The children are instructed in the arrangement of the colors before beginning to sew, and the work goes on without assistance from the teacher while the recitation of another class is in progress. If the class is too large for the teacher to mark the paper for each one, the pattern may be placed on the board and copied as nearly as possible with the needle and thread. This lesson in color may be fully reviewed in the number class, by having the colors of the objects given as they are counted. With some children it will not be necessary to spend the time of a full lesson on the primary colors, in which case the same varieties are useful in the next step,

which is learning to distinguish and name the secondary colors.

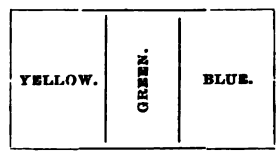
THE SECONDARY COLORS.

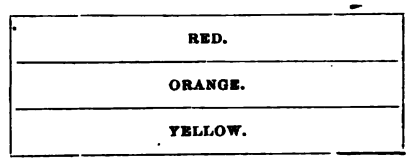
The secondary colors, green, orange, and purple, are taught with similar objects, and in the same manner as the preceding ones. Green is the only one of these colors with which most children are familiar; orange is invariably called yellow, but a reference to the fruit will suggest the name and also fix it in the memory. If the children are quick in detecting colors these three may be given in one lesson; but if taken one at a time, each one as it is learned should be placed with those already known, and much drill given, not only in selecting the colors as they are asked for, but also in giving examples of the same from recollection.

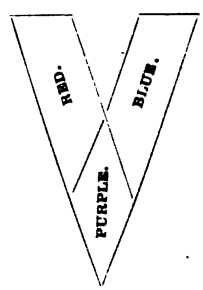
Frequent reference to the "three colors which make the other colors," is necessary to prepare the way for the formation of the secondaries, which is the next step. For mixing the colors, paints in the standards of red, yellow, and blue (carmine, chrome yellow, and ultramarine), are the best, but not absolutely necessary, as powdered crayons answer the purpose very well. The teacher places on a palette, or its substitute, blue and yellow paints or crayons; the children name the colors and select the same from their objects. Teacher mixes the colors, asking the children what she is doing. The answer given is, "You are mixing blue and yellow paints." When the green is obtained the children are asked, "What is the color you see now?" "It is green." "How did I make the green?" "You made it by mixing blue and yellow." "Now tell me what colors make green." The children select from their objects something green and place it between the blue and the yellow, repeating the statement already given. Unless the class is quite small, it is not advisable to have the colors mixed by the children, but a great deal of drill is necessary to fix the combinations in the memory.

Such exercises as the following may be used for this purpose: Teacher holds up a green square and tells children to select from their squares the colors that make green. One child is sent to the board to make a green mark, others to make above and below it marks with the colors which produce green. Two children pass to the color chart, one to point to blue, the other to green, while a third child finds yellow, the color which mixed with the blue will make green.

In subsequent lessons orange is shown to be a mixture of red and yellow; purple of red and blue; and the statement for each given. Red and yellow make orange; red and blue make purple. The colors on the chart should be so arranged that the combinations can be readily seen; this object is attained by any forms which place the secondary between the primaries which produce it.







A glance at this chart will aid the memory when necessary, and later, the entire work shown on the chart may be expressed in writing, thus: a red oblong; a blue square; a yellow square; a green square; an orange oblong; a purple oblong; red and yellow make orange, etc. Interesting seat work may be devised from these lessons. With the papers, ribbons, pieces of worsted, etc., the colors may be arranged in the proper order, forms made with colored sticks, each having two primaries and the secondary, and pretty patterns of the same kind sewed on cardboard.

The terms, primary and secondary, may now be given, and the statements made: Red, yellow, and blue are the primary colors; green, orange, and purple are the secondary colors.

By the use of a triangular prism, the rainbow colors are shown, and the children led to see that white light is composed of these colors. (It is not necessary to name the seventh at present.) A little instruction on the formation of the rainbow will be understood and received with the most intense interest, and the next time the bow appears it will be hailed with delight by the little ones, who are all anxiety to detect the colors and impart to some listener their store of knowledge. If the next lesson, after this occurrence, lacks animation, the fault will not rest with the children.

PRIMARY TEACHING.

BY MRS. H. CLARK.

III.

ORAL SPELLING.

Oral spelling is useful in giving variety to the limited number of exercises that beginners have, in fixing the attention of pupils upon the forms of letters, and their combinations in syllables and words, in discovering deficiencies both aural and oral, and making opportunity for drill in these, also in words of irregular formation.

It is especially useful in familiarizing pupils with the sounds of letters in their different combinations, thus facilitating the acquirement of new words by the constant association of the forms and sounds of letters in the words used. For example, there is in my room a set of Monroe's Primary Reading Charts. On the first page are three letters, A, M, and N; also three words, am, an, and man. When the pupil has learned these three words, by letter and by sound, he will inevitably know them by sight, and in acquiring them he has acquired two-thirds of eighteen other words, one-half of forty-three others, and the first syllable of nearly one thousand words.

Here is capital stock not subject to loss or discount, and more; it increases in value with the acquisition of every new letter.

Many teachers assert that writing words is the only true test of spelling; also, that words should never be taught except in connection with ideas.

Written spelling holds its proper place in the education of a child, and should by no means be neglected, but a physical danger is approaching with a superabundance of writing exercises for young children, and, moreover, the proper letters in a word are not all of spelling. It should embrace, also, articulation, syllabication, accent, and pronunciation. These are all invaluable elements in speaking and reading.

If you wish to connect ideas with the words spelled, you can put just as much darkness, distrust, and destruction into a *den* found in a spelling lesson as if found in a reading lesson. You can throw a halo around the word *sun* that will make the little ones blink unconsciously with the radiance of their mental vision. You can do more; you can enhance the delightful *glow* on their expressive faces by showing them that in learning this word they have learned two-thirds of eight other words.

Children delight in comparisons, illustrations, and analogies. These teach them to use their powers of observation, and show them that they have the ability to find out new things as well as words, and thus they are led on to further development, always learning to do by doing.

The question has been asked, "Would you teach the alphabet entire before teaching words?" At home, with little children, as an instructive amusement, yes. I would follow the example, and take the reward, of a mother who said, "I have never imposed upon a teacher by sending a child to school who did not know the alphabet, and I have never had a child but one year in the first grade." In school, with children six years old, and in large classes, I would teach the letters in a word; then the sounds. The word follows, as a natural sequence.

I would do this because it meets a necessity of the pupil. He must learn these things sometime, and can do it now without loss of time or labor, and they will give him a constantly increasing power.

Again, because it is philosophical. Little by little is the law of growth and progress. You cannot reason yourself to the top of a mountain; not even to the inviting plateau of slight elevation. The only way to reach it is in a persistent step by step advance.

Again, I would use this method because it is the only one that leads to correct, consecutive, independent reading. Independence in one thing leads to independence in others. I appeal to teachers in second and third grades: Who succeed in first arithmetic and geography,—those who can find out words and their definitions, or those who stumble and blunder like the boy who said, "a city differs from a town in being corrupted with a mayor and aldermen?" It will be conceded that superior mental faculties, yes, and superior moral faculties too, often rest on the power and independence gained in childhood.

Once more, I prefer this method because it gives the teacher the repose of certainty. She knows that she has placed in the hands of her pupils the key of literary knowledge. She knows that the public justly demands the very best practical results, and that methods and teachers will be judged by results. Friends, the choice of method is ours. We may combine, and unify, and press, with unswerving loyalty, all forces and methods, but we must never forget that success in Primary Teaching depends on work.

A Few Excellent Features of the School Law of California, as Compared with a Few Defects in the School Law of Illinois.

BY PROF. GRANVILLE F. FOSTER.

PART I.

The merits or demerits of any particular educational system cannot be readily perceived by examining it *per se*, but let it be compared with other systems, and many, if not all, of its excellencies and defects will be brought out in bold relief, so that they may appear almost at a glance.

A counterfeit banknote, when very skillfully executed, may deceive all but experts in the art of detection; but the cheat becomes readily apparent to an unpracticed eye when the false is carefully scrutinized in presence of the true. Though there is not, or never has been, a perfect educational system, to which, as a standard, all other systems might be referred in order to detect falsities therein, yet it is true that much that is false, illogical, or evil, or the reverse of these, in any system, may be readily detected by proper, careful, painstaking comparison with other systems; but to do this requires these systems, with which comparison is made, to be studied *in situ*, and not at a distance,—at home where they have been long and faithfully carried out, and not by mere reports alone.

In all the Normal schools in the United States, the European systems of education are pretty thoroughly studied, but little is done toward becoming acquainted with the excellencies or the defects of what I am pleased to term the various systems of education in vogue in the several states of the Union.

It has long been the custom for pedagogical writers to compare the European systems of education with what has been termed the *American system*, as though there were but one such system, while in fact there are such diversities in the several educational codes of the various states, and in the practical application of these codes to the schools and to the teachers, that it might be said there are several systems of education, all of which might, with good reason, lay claim to the title American, though it is to be owned that, with many differences, there is so much similarity between them as to stamp them as related, and adapted to a people practically one.

The school law of a state is the exponent of the school system, but does not represent its entire value, and hence the system cannot be judged from the mere text of the school law; but it is certain that an excellent school law has an excellent effect on the school system. This needs no proof here. Oftentimes the reason why a school law is not a better representative of the condition of schools in a commonwealth, is that the law is not enforced, or, if it is enforced, those features of it which appear so wise and excellent when merely read from the code, are found to be quite unsuited to the exigencies of the people, in much the same manner as Locke's famous "Grand Model" was totally unsuited to the plain farmers and simple mechanics who constituted the first settlers of the Carolinas. Sometimes, however, a school law, while meeting fully present wants, and in no way inconsistent with them, may be larger and broader in its provisions than the requirements of the people justify, there having been, on the part of the

framers of the law, a reasonable hope that the people would grow in an intellectual direction, so that finally all its provisions might be brought into requisition.

In California, the school law is yet in advance of the people. It is, unquestionably, one of the very best educational codes that has ever been framed in the United States, in saying which, as intimated above, I do not wish to assert that Californian schools are any better than, or even as good as, those of the older states. That these schools, however, are yearly growing more efficient; that the standard of scholarship, on the part of the teachers, grows constantly higher; that the people are becoming more and more interested in the instruction of their children, is a certainty, and that it is owing, in a great measure, to an excellent school law, wisely and judiciously administered is also true. But, unfortunately, here the writer is forced to say that the school system of the Golden State does not, as it richly deserves, receive the whole, united, steady, unfailing support of the people. There is current an opinion here, often shown rather by deeds than words, and this among a large and respectable minority, that academies, private colleges, and seminaries, are better than the high school; perhaps I ought to say *cheaper* rather than *better*, for since the school law allows the citizens of each district the right to determine for themselves whether they will have a high school or not, there are, owing to a penurious, penny-wise, pound-foolish policy, not over one-quarter as many public high schools in the state as there should be. The consequence of this is that nowhere, save in a few southern states, are there so many private schools as in California. Many, if not all, of these private schools are arrayed in direct antagonism to the public schools, while a large majority of them gain their fame through short curricula, great pretensions, and much advertising.

Almost every country town has its "college," and often, when one such is visited, it is found that the class-work performed therein often compares very unfavorably with that done in the neighboring public school. I am glad to say, however, that there is a growing public opinion which has begun already to diminish the unprecedented number of private schools, and is adding from year to year to the efficiency and value of the public schools. In this matter, it is refreshing to say that Illinois is far ahead of California. The former state has some private schools, but they are few and growing fewer. The vast majority of the citizens of the Sucker State believe, with all their hearts, in the public school system, and support that belief by their acts and votes, and in no state, in consequence, can better high schools be found; and it will be well for California, when in every country town within it there is an excellent and efficient high school, to complete the excellent and efficient grammar and primary schools now established.

In praising the California school law, I do not wish to be understood as holding it up as perfect. It is not faultless by any means. It has, unfortunately, several serious defects from which the Illinois school law is happily free; but likewise does it possess some real excellencies just where in corresponding portions of the Illinois school law there are defects. To set a few of these excellencies before the minds of the teachers and school officers of Illinois, and to compare them with a few defects in the Illinois school law, is the object of this article.

The Superintendent of Public Instruction in California has, on the whole, similar duties to perform as the like officer in Illinois, but in most of his duties he is assisted by a State Board of Education, which, besides himself, consists of the Governor and the Principals of the State Normal Schools (of which there are now two in the State). This Board, however, can exercise powers which the Superintendent of Public Instruction, in his official capacity, cannot. It has power to adopt rules and regulations, not inconsistent with the laws of the State, for its own government, and for the government of the public schools and of the public school libraries. It can recommend to County Boards of Education, rules for the examination of teachers, and courses of study to be pursued in the public schools. It has the right to grant Educational Diplomas, valid for six years, throughout the State, and Life Diplomas, valid for life, throughout the State. It is well here to remark that these diplomas are not the same as the Illinois State Certificate, since they are not granted as the result

of a successful examination, but for long and praiseworthy professional work done in the State. The State Diploma, valid for six years, is given only to him who can furnish to some County Board of Education satisfactory evidence that he has been a successful teacher for at least five years. Every applicant to the State Board of Education for this diploma, must accompany his application with a certified copy of a resolution adopted by the County Board of Education, recommending the same to be granted. The Life Diploma is granted in the same manner, but requires ten years of successful professional work on the part of the applicant. The last legislature authorized the State Board of Education to issue State Certificates to such persons as would pass, before them, the requisite examinations, without the requirement of a previous appeal to the County Board, thus making three kinds of educational certificates, in addition to the County Certificates of two grades, valid within the State.

Of the State Board of Education, the Governor is president; the Superintendent of Public Instruction, secretary. The meetings are at least semi-annually, though the Board may be called together any time, by the Superintendent of Public Instruction. The Board is a *legislative* one, and can modify or change, materially, the administration of the school law, within certain specified limits. It has, also, the character of a cabinet, not, however, to its president, but to its secretary, who, though he holds a less honorable office than the president, is, so far as educational matters are concerned, the chief officer, and the one whose opinions have the greatest weight. The weight and responsibilities of the State Superintendent's position are by this means very much lightened, while, at the same time, his power is considerably lessened.

The County Superintendent holds a similar position in the educational affairs of a county as the State Superintendent does in the State.

There is, in California, I think, a greater tendency to elect to the County Superintendency, men of educational worth, than is the case in Illinois. The writer has been credibly informed that nine-tenths of the present corps of County Superintendents were, at the time of their elevation, "live" and enthusiastic teachers in the schools of the State, while the remaining one-tenth had been some time in their life, successful teachers. Politics, outside of the ever-burning Chinese question, does not dominate in California to the same extent as in states further east, and has but little to do with the County Superintendency; hence the office is understood to be for some real, earnest educator, and not for some "small fry" whom the party managers are unable to reward, for party fidelity, in any other way.

The County Superintendent's power is limited, in some directions, by the County Board of Education, which body will be described further on, while in others he can exercise more power than his brother officer in Illinois. I cannot, within the limits of this article, describe all his powers, but shall name a few of the more extraordinary ones. If, for instance, in any school district in a county, a Board of School Trustees (corresponding to the Board of School Directors in Illinois) should refuse, or neglect to provide for the instruction of all children between six and seventeen years of age in the district, or fail in engaging a teacher or teachers for the schools, the County Superintendent must step in with his authority and see that proper accommodations are provided, separate school rooms being required for children of Mongolian descent. Negroes are looked on with great favor in California, and there is no question as to where school children of African descent should be allowed to go. In the case just mentioned the County Superintendent can himself hire such teacher or teachers as he pleases for the district, and is empowered to draw a requisition on the county auditor, who is obliged to draw his warrant upon the fund of such district for all the expenses incurred. In such a case, however, the school cannot continue longer than six months, though in ordinary circumstances it may be continued to ten, or even eleven, months.

Californians believe in keeping the schools open most of the year, and hence in the large majority of schools, even in the country districts, the school year consists of ten months, and few indeed are the schools that are open less than eight months in the year, while in San Francisco and Alameda,

and a few other places, the school year is lengthened to eleven months. Even in that very hot portion of the State, the Sacramento and San Joaquin valleys, the very siroccos, which sweep down from the north, elevating the thermometer to 110° to 116° in the shade, do not seem to urge the school boards to close the schools. The favorite time for opening schools for the year's work is the last week in July or the first week in August, a course rendered somewhat necessary by the fact that the dry season is one of comparative inactivity on the farms or *ranches*, as they are called, while the farmer boys will be needed soon after the winter rains set in.

Another of the extraordinary powers delegated to the County Superintendent, is the right to appoint, in the case of resignation or death of any, or all, of the members of the Board of Trustees in any district, persons to fill the places vacant, until the next annual election; besides, no new school district can be formed, not even a school house built without this very important officer being duly consulted about it. He can require the Board of Trustees of any district to make the proper repairs on the school buildings, to abate nuisances, plant trees, and adorn grounds, and if the Board refuse, or neglect, to do these things, he can have them done, drawing out requisitions for the expenses incurred.

It is well just here to remark that the township school officers are unknown in California, and hence the extra duties and higher dignity of the County Superintendent, who, here, to a certain extent, must perform the duties which are delegated to township officers in Illinois. Such duties require the County Superintendent to be intimately acquainted with every School Trustee in the county, to know thoroughly the condition of every school house and every piece of school ground, and in order to have this information, he must visit every portion of the county, examine carefully all school premises, listen to the recitations in every school room, sometimes conduct these recitations himself, and he must yearly furnish the State Superintendent with a detailed account of all he has seen and done.

In these last named duties, the County Superintendent corresponds to the School Inspectors of the Provinces in the Dominion of Canada, whose duties are simply to visit schools and make yearly reports to the Minister of Public Instruction, containing detailed accounts of what was seen and heard. The writer is able to testify concerning the excellent effect of this thorough supervision of schools. Especially is the effect visible in the country schools, where the certainty of thorough investigation into all the modes of teaching, keeping records, controlling pupils, etc., stimulates the teacher to do his very best. It may be said here, too, that the County Superintendent has the right to compel the members of the Board of Trustees to visit with him, and see for themselves, under his searching question-asking, whether the work done is satisfactory, a course which has much to commend it, as may be seen at a glance.

The question of "County Supervision," which is still agitating educational men in Illinois, is settled in California. Californians believe thoroughly in accurate and painstaking inspection of the schools, and secure it by the following quite rigid provision of the school law, viz: "For every school not visited, the Board of Supervisors *must*, on proof thereof, deduct ten dollars from his salary." Few County Superintendents have a salary of less than $1,500 per annum, and several much more, and hence all can give their whole time and attention to the work.

What Illinois needs, to make her schools more efficient than they are, is thorough supervision of her schools, especially of her country schools. The graded schools in cities and large towns, under charge of experienced superintendents or principals, may not need such supervision, but there certainly ought to be no question about the need of supervision when the country schools are considered; but before this work can be effectively done, in some counties at least (unless there has been a great change since the writer left the State), the people must awake to the necessity of electing to the superintendency men or women of real educational worth, who are fully qualified to perform satisfactorily the difficult task of correctly inspecting a school so as to be able to elicit all that the teacher has done and is doing. To do this, the County Superintendency must, as is practically true in California, be removed from the baneful influence of party politics.

EDUCATIONAL PHILOSOPHY OF CHARLES DICKENS.

BY H. TATTERSALL.

Of all Dickens's books, the one which seems to be most distinctly and pre-eminently the exponent of his mind in regard to education, is "Hard Times." I have said that Dickens is the novelist of humanity. Human nature is to him a sacred thing, very complex, subtle, mysterious, the divinest element in creation. Its source is in eternity, its destiny beyond the sun. In the working out of life's issues there is much of perplexity, hardship, injustice, and sorrow; but running through the whole is a vein of inexpressible tenderness, pathos, and beauty. Hence life, with all its conflicting elements, its antitheses of joy and sorrow, aspiration and failure, magnanimity and meanness, variety and monotony, hope and despair, is yet invested with a divineness of mission, and permeated with a conscious nobility of purpose. To one with such sentiments as these, the training of the moral nature must always take precedence in any scheme of education. The instruction of the mind and the education of the intellect must have a subordinate place. The culture of the heart is the main thing, and all else must be accessory and subsidiary to it. This is so self-evident, so plainly written upon the face of human nature, so completely demonstrated by the events of life and the experience of history, that for anyone to attempt to invert this order of things, to give heart-training no place, or only a secondary place, in education, is mere folly and madness. To cram a child with facts, to bottle him full with so-called knowledge, to drill him rigidly in systems and ologies, to train him to regard the world as a vast machine worked by the multiplication and pence tables—this is not true education, but the opposite. We must give free play to the mind, and elasticity to the spirits; we must recognize the power and worth of fancy and the imagination; curiosity, perception, intuition, and reason, must receive their due share of attention; and, above all, the moral feelings, the sentiments of the heart, the strugglings and aspirations of the soul, must be acknowledged and cared for as precious plants in man's keeping, but not of his planting.

Such, in brief, is the teaching deducible from "Hard Times," at which work let us now give a glance. The key-note is struck in the opening sentence of the book:

"Now what I want is Facts. Teach these boys and girls nothing but Facts. Facts, alone, are wanted in life. Plant nothing else, and root out everything else. You can only form the minds of reasoning animals upon Facts; nothing else will ever be of any service to them. This is the principle on which I bring up my own children, and this is the principle on which I bring up these children. Stick to Facts, Sir."

The holder of this theory is Mr. Gradgrind.

"Thomas Gradgrind, Sir. A man of realities. A man of facts and calculations. A man who proceeds upon the principle that two and two are four, and nothing over. Thomas Gradgrind, Sir,—peremptorily Thomas—Thomas Gradgrind. With a rule and a pair of scales and the multiplication table always in his pocket, Sir, ready to weigh and measure any parcel of human nature, and tell you exactly what it comes to. It is a mere question of figures, a case of simple arithmetic."

Mr. Gradgrind is one of the shining lights of Coketown, a pre-eminently matter-of-fact place; a manufacturing town, where the people work much and have very little play. Mr. Gradgrind is a kind of philanthropist on an arithmetical basis. He owns a school whose teaching is conducted on his own peculiar theory. The master he employs is Mr. M'Choakumchild.

"He and some one hundred and forty other schoolmasters had been lately turned at the same time, in the same factory, on the same principles, like so many pianoforte legs."

Whatever may be the faults of Mr. Gradgrind's character, he is certainly consistent in the propagation of his great theory. He applies it to the education of his own children, and, as might be expected, the young Gradgrinds have a very lively time of it.

"There were five young Gradgrinds, and they were models, every one. They had been lectured at from their tenderest years; coursed like little hares. Almost as soon as they could run alone, they had been made to run to the lecture-room. The first object with which they had an association, or of which they had a remembrance, was a large blackboard with a dry ogre chalking ghastly white figures on it. * * * No little Gradgrind had ever seen a face in the moon; it was up in the moon before it could speak distinctly. No little Gradgrind had ever learnt the silly jingle, 'Twinkle, twinkle, little star; how I wonder what you are!' No little Gradgrind had ever known wonder on the subject, each little Gradgrind having, at five years old, dissected the Great Bear like a Professor Owen, and driven Charles's Wain like a locomotive engine-driver. No little Gradgrind had ever associated a cow in a field with that famous cow with the crumpled horn, who tossed the

dog, who worried the cat, who killed the rat who ate the malt; or with that yet more famous cow who swallowed Tom Thumb—it had never heard of those celebrities, and had only been introduced to a cow as a graminivorous ruminating quadruped with several stomachs."

The real moral of the book lies in the development and effects of Mr. Gradgrind's system of education in the characters of his two children, Tom and Louisa. Space will not permit me to enter fully into this, and it can only be briefly indicated.

The brother and sister complete their training, and grow up into manhood and womanhood. The former, ground down by his father's system into a mere tool, has lost all the finer feelings of honor and high aspirations, and his only ambition is to break away from the obnoxious restraints of a home which he has long regarded as a mental and physical prison-house. His desire being accomplished, he is let loose in the world, with no guiding principles of truth and goodness. His education proves a curse to him, for he hates the means by which it has been pursued. Embarked on the sea of life, he is like a ship without a rudder. Inevitable temptation proves too much for his character; false pleasures lead him on to ruin; and he sinks from one degree of moral degradation to another, until he becomes a forger and a thief, and has to be sent out of the country a wretched vagabond.

Louisa's character is a fine one. She possesses noble impulses, quick ambition, and ardent desires for the good and the beautiful. But all these fall, crushed like a shattered limb, before the effects of Mr. Gradgrind and his system. He wishes her to marry his friend Mr. Bounderby, a course, loud-voiced, low-bred braggart, a rich banker and principal mill-owner of Coketown, old enough to be her father. There is, of course, nothing whatever in common between Beauty and the Beast. He is not even honest or truthful; he is simply a swaggering imposter. Yet the poor deluded fool of a father sees nothing of this. Marriage is to him simply a hard prosaic fact, like all the other facts of life. Affection, love, mutual compatibility of mind, temper, and disposition—all this is a mere phantasy of the imagination, which the sooner it is expelled from the region of hard fact the better. So Louisa accepts Mr. Bounderby. Fact proves too much for her. She had vainly hoped there was something else in the world, something to answer to the mysterious throbbings of her heart; but she is mistaken. Beaten down and repelled at every point, she is completely conquered. She bids farewell to all the finer feelings of a woman's nature, and crushes the nobler instincts of her soul under the iron heel of fact. "What does it matter?" becomes the motto of her life, and she marries Mr. Bounderby. The result may be foreseen. In course of time she becomes exposed to the subtle insinuations of a polished villain in the shape of a handsome young rake named Harthouse, who approaches her under the pretense of serving her brother Tom, her great affection for whom is the one redeeming hope and joy of her life. She escapes his snares only to return to her father's house a thoroughly wretched and broken-hearted woman.

So this and nothing less suffices to bring the pig-headed father to his senses, and forces him to acknowledge the terrible mistake he has made. A son in moral ruin, a daughter on the brink of it—these are no light matters, but fact is very hard-headed. Such is Mr. Gradgrind, such his system, and such its effects. The picture has another side, however. Stephen, Rachel, and Sissy are beautiful characters, on which one would love to dwell. They show to us the mighty power and influence of the human heart, the loveliness and grace of the moral affections, even when standing alone in the world, undefended and unsupported by cyclopædias of fact and knowledge.

I do not delay longer to emphasize the moral of the book I have just sketched. I now wish simply to sum up the results of Dickens's teaching on this great question of education, which seem to be somewhat as follows:—Respect human nature; look upon your children and pupils as rational beings, with capabilities, perceptions, affections, and sensibilities, peculiarly their own. Do not fill the head at the cost of emptying the heart; allow for the imagination, the fancy, and the moral impulses and susceptibilities. Let not education be mechanical and stereotyped, but varied and elastic. And, above all, remember that the truest education is that which best fits for the right conduct of life, which is but the prelude to the great drama of the life beyond.

—*London Schoolmaster.*

ILLINOIS SCHOOL JOURNAL

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Whether the spelling book shall have a place in the school room, or be consigned to the waste basket, is a question that has agitated the pedagogic mind to a considerable degree. The "waste basket" party will receive small encouragement from the unanimous action of the Cincinnati school board, for they have reintroduced McGuffey's speller into five grades of the district schools, after some years of experience without it.

The trouble that seems to attend the "speller" is the slipshod habit, into which teachers so easily fall, of having children spell lists of words that have no more meaning to them than the Greek. The danger that attends its abolition is the serious neglect of spelling exercises.

The old-fashioned spelling class, toeing a crack in the floor and wrestling with *phthisic* and its congeners, with three good chances at each word before it passed to the next, was a sight to make men and angels weep. The spelling book may be used in such a way, however, as to be of great utility. It is least needed where there is an abundance of written work, all of which is carefully revised. It is most needed where little is done in that direction, and it should be used chiefly in connection with sentence work.

Some publishers have recognized the need of work of this character, and have prepared spelling blanks arranged for that purpose. Each word pronounced is to be used in a brief sentence. The pupil thus indicates whether he is able to use the word intelligently, and also whether he can correctly spell his vocabulary. Without the extremest care, however, this exercise will degenerate into the dreariest and most unmeaning stuff. The ability of the average child to neutralize all means employed for his intellectual advancement, is equaled only by the strict adherence of many teachers to forms from which the spirit has long since fled. "There is no excellence without labor," and "eternal vigilance is the price of liberty," intellectual as well as political.

The teacher is, indeed, a bird of passage. To ascertain something of the extent of his migrations, statistics from twenty counties of the State were examined. These counties were selected at random, but subsequent investigations demonstrated the fact that the average number of changes in them was much less than in the other counties of the State.

In these counties there are one hundred and seventy-seven graded schools, and, consequently, one hundred and seventy-seven principals employed. Of these, eighty-six, or about fifty per cent., changed their locations this year.

Without making detailed examination, the conclusion is that the average for the one hundred and two counties is not far from sixty per cent. There is no evidence that this change is exceptional. Of course, some have "gone higher," and some, also, have "gone lower." A few have withdrawn from the profession for more attractive fields, while some have "left their country for their country's good." The mortality list is very short.

There is no escaping the fact that the teacher who remains in one place for more than three years, is a "star" man. It should be borne in mind that these positions are fairly remunerative, and that they are occupied, generally, by men or women of more than average ability as teachers.

The showing is not encouraging. It is quite otherwise. Whatever gain we are making in educational methods, is largely neutralized by this constant change from place to place. To put a system of schools into fair shape, takes more than a single year. The process of education is a slow one. A principal whose plans have no wider sweep than a brief eight months, cannot have a comprehensive view of his position.

We do not believe that the average principal is so short-sighted; yet so soon as he is

fairly started in the development of any worthy projects, he hears the inevitable command to "move on," and he drops the half perfected work, to be succeeded by another with no understanding of his purposes, nor will to execute them if he had.

What a foolish, extravagant, absurd policy! It comes from the ignorance of the public respecting the true character of school work. And teachers are in part responsible. The community is in sore need of education. Every proper agency should be used to instruct school officers and patrons in such matters. It is the dream of the schoolmaster that the time is coming when he shall lose his migratory character, and have an abiding place among the sons of men. The millennium may usher in the realization of his dream, but to predict an earlier date, from present indications, would be to hazard one's reputation as a prophet.

One of the most serious evils resulting from the old-fashioned way of studying number, is the habit of trusting to the memory wholly, and thus omitting to see whether results square with common sense. The child who is put at the task of memorizing abstract tables, upon his entrance into number work, sees no absurdity in the statement that five and one are two. Every observant teacher has noted this fact again and again.

Children should be required to answer the teacher's questions by a show of objects until the idea of number as the *how many* of *objects*, has taken possession of the child mind. Little by little the children acquire faith in their perceptive powers, and learn to stand resolutely by the results of their investigations.

A sturdy little fellow of six years was recently struggling with the sum of two sticks and three sticks, which he declared to be six sticks. The teacher asked him to count off six of his mates, which he readily did. "Now give a stick to each one." He supplied five of them, and when he found that his sticks were gone he turned to his teacher with, "Ah, you played a trick on me; you stole one of my sticks." When three of the children in one group, and two in another, held out their sticks, he said, "Pshaw! Three and two are five; I thought it was six." Of course his error could have been shown by other means, as counting his sticks, but it would not have given him the surprise which he experienced, and hence would not have impressed the fact so sharply.

The ability to rattle off the cardinals to a hundred, on entering school, may be of some value, or it may not. A knowledge of how to count a hundred, abstractly, is not conclusive evidence that a child can count ten objects, as any teacher well knows.

To know the words, one, two, etc., is worth something, if false ideas have not been coupled with them. The writer will not soon forget the satisfaction with which a teacher recently stated that she had taught her number class to write numbers to five hundred, in the first six months. "Did they learn anything else?" "Why, that was enough, wasn't it?" was the reply.

Whether or not one shall perform all the possible operations with two before three shall be permitted to appear above the horizon, is a question that each must settle for himself. Many proudly claim the honor of successfully shutting the door against that obtrusive cardinal, and of holding him in abject abeyance until his illustrious and immediate predecessor has been put through all of his paces. They may have done it, nor would we speak slightingly of such an achievement; but we do hope that the youth may find in their number work, from the first step, some call for the exercise of perception, and for the formation of judgments, and not find it an ingenious device for making them stupid guessers.

"What shall the harvest be?" Now is the time to test the practical utility of the summer institute. The twenty-four thousand teachers of our State are again in the field, and the work of a new year is fairly started.

"Number work," "the word method," "language," "the children," etc., are echoing and reëchoing through their recently awakened senses. Opportunities are now abundant. What shall we say of the teacher who falls into the old beaten paths?

> Who hopeless lays his notes away,
> Nor looks to see the breaking day
> Across his clouded vision play?

The inspiring institute instructor would say surely he is "like his grandsire cut in alabaster," who is not on fire with new energy, new truth, and new methods. As the little dirty-faced urchins stand before you and drawl out the sounds, a, be, ce, de, can you brook the stern rebuke of that leader of pedagogues, who justly feels that virtue has gone out of him in your behalf? As your fifth and sixth grade pupils go over, indifferently, the never ending jargon, "It is a noun, because it is a name; it is common, because it is a general name; it is third person, singular number, masculine gender, and —— (Teacher: 'nominative case.') nominative case. Rule: A noun or pronoun," etc., are you not haunted by the pleading tones and imploring countenance of that soul-stirring language teacher who would rather die than parse; who is a willing sacrifice for eloquent tongues and fluent pens?

Strange as it may seem in this age of progress, many teachers in Illinois will return to their schools and fall at once into the old ruts, and old ways of teaching. They will spell in a row, read in a row, cipher in a row, and parse in a row. The average teacher is not thoroughly progressive. His isolation from those of equal or better caliber, his constant association with those of meager attainments, and the unquestioned sway of his own will, all tend to foster a spirit of dead conservatism. Remove competition as a factor in promoting progress, and less motive remains than is needed to awaken the ordinary teacher. While the young teacher is making academic preparation for his work, he is inspired by contact with minds stronger than his, and quickened in his efforts by the energy and perseverance of those who are traveling the same road at greater speed or greater cost. There is pressure from all sides. When he enters the school room as teacher, how great is the change! What a letting up of the forces from every direction; how complete is the relaxation! If the motives of progress could be continued, what grand men and women would be making strong headway who are now simply floating?

Our times of refreshing should come more frequently. One institute a year is not enough. Some of our county superintendents have already divided their counties into districts, for the purpose of holding local institutes. We hope others will follow their example, until the whole State shall thus be organized for this work, and every teacher shall have opportunity to attend at least one institute each month.

Too much cannot be said in favor of grading the country schools. This will bring neighboring schools and teachers into competition. Add to these advantages, the influence of the Teachers' Reading Circle, and surely we may say the teachers of Illinois have never had such grand opportunities for growth. We believe the banner year's work in our public schools has just begun.

BOOK TABLE.

MODERN ENGLAND FROM THE ACCESSION OF JAMES I TO THE PRESENT TIME, with 100 Maps and Illustrations. Boston School Supply Co.

This little volume is No. IV of Philips' Historical Readers It is written in a style that is at once simple and fascinating, and is admirably adapted to interest the young in the study of the history of one of the most remarkable of nations. It is bountifully supplied with maps and illustrations, explanatory notes, specimens of the handwriting of remarable historical characters, and other features of peculiar interest.

It should find a place in the school libraries that are becoming so popular a feature in many localities.

PRACTICAL WORK IN GEOGRAPHY. By Henry McCormick, Ph. D., Professor of History and Geography, Illinois State Normal University. A. Flanagan, Chicago. 1885.

Prof. McCormick is widely known in Illinois as an instructor of long experience and unusual skill. For many years he has given the most of his time to the instruction of classes in geography, and has invested the subject with an interest and dignity in striking contrast with what is ordinarily attained.

This book is the outcome of his work, and, we have no hesitation in saying, will be found to be full of extremely helpful suggestions.

Geography should be one of the most fascinating of subjects, instead of the lifeless, uninteresting thing that it so frequently is.

The book is divided into three parts: Preparatory, Elementary, and Advanced.

In the first part specific directions are given in methods of preparing pupils for entering upon the study. The second part carefully outlines a course of study, giving material to be used, and accompanying it by numerous suggestions to the teacher, at the points where most trouble is usually encountered.

The third part is an extension of the second, and contains a sufficient amount of work for all the necessities of the schools. Indeed, we know of no other book that

is better adapted for a text-book in geography, where there are wall maps in sufficient number for the necessities of the work, although it was not primarily intended for the pupil.

Teachers will find it an admirable hand-book for ready reference, its compact form making it a model of convenience. An appendix presents, concisely, our system of survey, the mottoes, meanings of names, and sobriquets of the States, and the congressional and senatorial districts of Illinois. The price is $1.

ENGLISH HISTORY IN RHYME. By Mary Russell Gardner. 603 Fifth Avenue, New York.

This is a curious little volume of 40 pp., fifteen of which are devoted to an attempt to arrange, in metrical form, the dates of the leading events in English history. The rhymes are not all found in the "list of allowables," but a good degree of ingenuity is manifested by the author.

It can hardly be called history, yet there are frequent couplets that will serve to fix leading events in a very pleasant way. A discriminating teacher can make good use of extracts The last half of the book is filled with genealogical tables and their explanations.

INDIAN LOCAL NAMES. By Stephen G. Boyd, York, Pa. Price, $1.25.

This is the only book, we believe, ever produced devoted entirely to local names, chiefly Indian, and their signification. It is therefore a rare, as well as a valuable, collection.

"Scattered all over our continent are to be found scores upon scores of local names standing as silent, but most eloquent memorials of the previous existence of aboriginal races which will return to dwell among us no more forever."

We cull the following at random, which will serve to give the reader an idea of the work: "Esquimaux, from the Algonkin word eskimautick—Eaters of Raw Fish. Istaccihuatl, ees-tahk-see-hwaht'l—White Lady. Minnesota, minni-water, sota-slightly whitish. Mississippi, misi, or mishi-great, sipi-river—Great River. Winona—The First-born Child, if a daughter, among the Dakotas. Galilee—a Circle. Fon-du-Lac—a French word signifying End of the Lake."

From the last two names it will be seen that the writer has not confined himself to Indian names only. The book contains many geographical names of interesting origin from different languages. All students and teachers of geography would highly appreciate the book, and would make daily use of it.

MANUAL OF GYMNASTIC EXERCISES, for Schools and Families. By Samuel W. Mason. Henry A. Young & Co., Boston.

This is a little book, of 65 pp, direct from the school room. No material has been wasted in the bulk, binding, or subject matter. The exercises are for both a standing and sitting posture. The author has made some happy hits in the arrangement of exercises; the positions follow in an easy and natural order. The book is the most practical for common school use that we have seen, being entirely free from long and detached illustrations. Ten minutes' examination will enable any teacher to begin the first series. It is just the book for those who wish to introduce calisthenic training.

THE MAGAZINES.

POPULAR SCIENCE MONTHLY for October:

An article of curious interest, and very instructive withal, on Comets, by President A. D. White, leads. The second article is entitled "The White Ant: A Theory," by Prof. Henry Drummond. The paper is long, beautifully illustrated, charmingly written, and full of new information concerning an extraordinary creature, and especially the wonderful part it plays in the economy of Nature. "The Early Study of Plants," by Miss Eliza A. Youmans, is an extremely valuable contribution to the science of primary education. "On Malarious Countries, and their Reclamation," by that eminent authority, Tommasi-Crudeli, discusses questions which vitally concern a great many people. "The Energy of Life Evolution, and How it has Acted," by Prof. Cope, is a further development of his original views upon that subject. "The Metaphysical Society," by Hutton, is a brilliant paper, giving an account of one of the meetings of that remarkable club, and what was said about miracles and the uniformity of Nature, by men of the caliber of Ward, Huxley, Dalgairns, Ruskin, Bagehot, Sir James Stephen, and Dr. Martineau. "The Solar Corona," by Huggins; "The Relations of Railway Managers and Employes," by Barnard; "The Trading-Rat," and "Tissue-Selection in the Genesis of Disease," are execllent and readable papers.

THE ATLANTIC MONTHLY for October:

A second installment of Henry James' curious and interesting story, "The Princess Casamassima," is the opening paper. Mrs. Oliphant and Dr. Holmes each give additional chapters of their serials, and there is a clever and pretty little Canadian story, "The Ogre of Ha Ha Bay," by Octave Thanet. Mr. Warner continues his travels in the papers called "On Horseback," and Horace E. Scudder has a second scholarly essay on "Childhood in English Literature and Art." There is an entertaining and original paper, "The First Abbé Galant," narrating the life of a certain agreeable ecclesiastic of the seventh century, besides an essay on Birds, and two remarkable poems, "Tacita," by James B. Kenyon, and "The First Guest," by Helen Gray Cone.

THE READING CIRCLE.

QUESTIONS AND ANSWERS.

1. *Q.* Is a member privileged to take both courses at the same time?

A. Yes, but teachers are cautioned not to undertake too much. It is altogether probable that either course will give as much work as the average teacher will find time to do well.

2. *Q.* May the elementary course be completed in one year?

A. Certainly.

3. *Q.* Are not the members of the County Board of Managers allowed to take a course, and pass the examinations, the same as other members?

A. They will enjoy precisely the same privileges as other members. It is hoped that every County Manager

will take one of the courses. Their examination papers will be graded and marked at the Central Office.

4. *Q.* Will members be required to pass on the studies under the head of "Recommended Readings?"

A. No, but they are earnestly requested to read carefully these books. They have been selected with great care.

5. *Q.* Are the Local Circle officers elected for the year, or is it optional with the Circle?

A. It is altogether optional with the Circle. It is the policy of the Board of Directors to leave all these questions to be settled by the members.

6. *Q.* How often must the Secretary of the County Board report to the Central Office?

Q. The blanks which I furnish free to all Secretaries, provide for monthly reports, but if there are but a few names, it will do no harm if the report is held until the second month. I should like to feel sure that I shall hear from every County Secretary every quarter. It is earnestly desired that Secretaries will remit the fees as promptly as possible, so that the treasury may be kept in funds.

E. A. GASTMAN,
Decatur, Ill., Sept. 21, 1885. Manager.

Decatur teachers have organized a Local Reading Circle in every school house in the city. They will give half or three quarters of an hour after school each week to a discussion of the work. The City Superintendent has agreed to give one hour of the regular monthly teachers' meeting to a consideration of Reading Circle matters. How many cities in the State will do the same?

HISTORY.—SECOND MONTH.

(Barnes' General History, pp. 45-72.)

In 1870 George Smith published in England an account of the Deluge, many centuries older than the Books of Moses. The Christian world, long accustomed to think and speak of the Bible as the "oldest book in existence," was slow to receive this new revelation of science, and gave to its credentials the closest scrutiny. No one longer questions the genuineness of the original or the faithfulness of the translation.

Like that of Egypt, the earliest history of Assyria and Babylon has been largely developed in recent years. These were the two great empires of the young world. It must be remembered that Assyria first conquered Babylon, and then was conquered by Babylon. Thus, while the latter was first settled, Nineveh first became the seat of a great empire.

FIRST WEEK.

The geographical study on page 45 should be carefully followed in connection with an atlas or wall maps. 1. Early Babylon; loss of its history for a thousand years; conquered by the Assyrians, 625 B. C 2. The Assyrian Empire; six hundred years of glory; Ninus; Tiglath-pileser I.; Sardanapalus I.; Shalmaneser II.; Semiramis; Tiglath-pileser II.; Shalmaneser IV.; Sargon; Sennacherib and his mysterious overthrow; Esarhaddon and the captivity; Sardanapalus II., and his library at Nineveh. 3. Gen. xi and xiv, and II Kings, xv, xix, should be read with care, as they present a vivid account of this history.

SECOND WEEK.

1. The Babylonian Empire; eighty-seven splendid years. 2. The wonders of the capital; other great works of the empire. 3. Nebuchadnezzar; Belshazzar; The Persian Conquest, 538 B. C. 4. The first six chapters of Daniel, and chapters xxiv and xxv of II Kings should be carefully read, since they relate graphically the scenes of the Babylonian reigns.

THIRD WEEK.

1. Society in Babylon and Assyria; magical arts of the Babylonians; despotism of the government. 2. Ancient cuneiform inscriptions of the Turanians; Assyrian and Babylonian tablets; the Behistun inscription and Rawlinson's feat.. 3. Literature; the sciences—botany, zoology, mineralogy, etc ; magical works; sacred poems; Babylonian antiquities; accounts of the Deluge; grammars and lexicons. 4. Building materials; temples; ruling idea of architecture; faults of statuary and drawing. 5. Description of Babylon; the walls, "hanging gardens," palaces, etc. 6. Industries—weaving, metal working, glass making, gem cutting.

FOURTH WEEK.

1. Characters; religion; manners and customs. 2. Scenes in real life.

SUNDAY READING. SUGGESTIVE.

First Sunday.—"The Destruction of Sennacherib."—Byron. Isa. x.

Second Sunday.—"The Vision of Belshazzar."—Byron. Isa. xiii, xiv; Jer. l, li.

Third Sunday.—The Assyrian account of the Deluge, compared with scripture narration.

Fourth Sunday.—Bel and the Dragon. The Prayer of Manasseh. The Song of the Three Holy Children.—Apocrypha.

PERSONAL.

D. F. Shirk remains at Albany.

Alex. Stephens remains at Aledo.

O. Brinkerhoff follows B. F. Simpson at Atlanta.

Elmer Bishop takes charge of the DuQuoin schools.

R. A. Haight seems to be a permanent fixture in Alton.

A. C. Butler is retained, for the sixth year, in Beardstown.

Miss Alice Tinslar succeeds Eugene DeBurn at Braidwood.

E. J. Hoenshel, of Charleston, is another of the permanents.

Warren Wilkie remains at Austin, where he has been for many years.

Chas. W. Groves changes from Ivesdale to Bement—a decided promotion.

Wm B. Hull has been in Canton for many years. He has twenty assistants.

T. C. Clendenen has had several calls to leave Arcola, but concludes to remain.

John N. Wayman changes from Gardner to Yorkville. W. R. Heath is at Gardner.

G W. Scott, of Morton, has been appointed superintendent of the Indian school at Fort Stevenson, Dakota, at a salary of $1,200 a year. G. W. is a success at whatever he undertakes.

B. F. Armitage remains in Cairo. He has twenty-three assistants, six of whom are employed in colored schools.

T. J. Loar is succeeding finely at Auburn. The schools are full to overflowing, and the people are pleased with the management.

Harry M. Moore continues his work in Amboy, where he has been for several years.

L. S. Kilborn, after a year out of the school room, has resumed teaching, having assumed the principalship of the Robinson schools

W. S. Smith succeeds Mr. Kimball at Elgin. Mr. Kimball, as reported in our August number, takes charge of one of the suburban schools, near Chicago.

There are four changes in Adams county: W S. Gray goes to Mendon, N. J. Hinton to Liberty, A. B. Califf to Lima, and F. G. Ertel takes charge at Coatsburg.

Geo. W Oldfather, recently elected county superintendent of Knox, is succeeded at Abingdon by J C. Miller. Victor E. Bender succeeds C. F. Diehl on the north side.

Prof. J. H. Brownlee, of the Southern Illinois Normal University, has been appointed Professor of Rhetoric and Oratory in the State University, at Champaign. He will begin his work January 1.

Morgan county revises her list of principals, new names appearing in four of her eight towns. Miss Lyde Kent succeeds H. M Hamill in Jacksonville; John C. Rice goes to Chapin; W. S. Byrns to Franklin; and B. M. Followell to Murrayville.

Mrs. Carrie Carpenter Jones, the daughter of ex-County Superintendent Mrs. Carpenter, of Rockford, died early in September. In her girlhood she gave unusual promise of a rare womanhood, which was abundantly realized in her brief career.

In Mercer county only four of the ten principals are found in last year's places. Fred Hollembaek changes from Joy to Millersburg, and is succeeded by D. M. Mickey; J. E. Likely goes to Hamlet; L. B. Cocklin to New Windsor; Oscar Williams to North Henderson; and Frank Wantland to Viola.

There are changes in five of the six graded schools in Stark county, only one of the old principals, P. K. Cross, Wyoming, holding over. The new principals are: Fred C. Willson, Bradford; William N. Jordan, Castleton; Geo. W Henry, LaFayette; J H Broomal, Toulon; and LeBarr I. Salvara, north side, Wyoming.

O. C. Scudder, having left Dixon for Pekin, is succeeded by E C. Webster, of North Dixon. Mr. Webster's successor is E C. Smith, who is a veteran principal, having served for many years in Dixon. For the last few years he has been engaged in business, but now returns to his old work in the school room.

STATE NEWS.

MADISON COUNTY.

Miss Clara Williams has charge of the Faires school.

Miss Palmyra Apffel is a "third termer" at the Loos school.

Joe Pence is his own successor at the Deck's Prairie school this winter.

Geo. W. Churchill will teach the Hull school, on the Grafton road, the coming winter.

J. G. Reynolds holds forth at the Comstock school, and reports a good attendance.

H. M Squire wields the birch at "Sand Prairie" this year, and has a nine months' term.

Reading Circles should be found in every locality. Some one must take the initiatory step.

School work in our county has begun in earnest, and promises to excel that of previous years.

All progressive teachers are hailing the late amendments to the school law with satisfaction.

Supt. Squire comes to the front with another circular, calling for school statistics. It is a good idea.

A. G. Canedy presides over the educational destinies of the youth of the Oak Grove district this term.

A great many of the teachers of this county are taking active part in the literary societies of their respective sections.

Prof. H H. Keebler, of the Collinsville schools, is recovering from his late illness, and will open school on the 21st inst.

Twenty Madison county pedagogues attended the Southern Illinois Teachers' Association at Greenville, the last week in August.

Prof. J. W. Thompson is doing excellent work at Nameoki. This is his second year, and proves that the Directors appreciate talent.

L. A. Richardson, the enterprising local book dealer of Marine, has introduced Barnes' New National Readers in about twenty of the schools in this county.

Prof. H. T. McCrea still remains at Bethalto, with four assistants. Mr. McCrea has been principal there so long that we cannot give the definite number of terms. His is a good showing.

A. P. Dugger, now of Baldwin City, Kansas, a former teacher in this county, was married on September 3, to Miss May Brady, of the above named place, and spent a few days of his wedding trip among friends here.

County Supt. Squire's official circular No. 7, relating to necessary sanitary requirements for school houses and grounds, hits the nail Squire-ly on the head, and will drive it home, too, ere next New Year's day dawns upon us.

Prof. Geo. F. Miner, of the Edwardsville schools, has entered upon his duties with zeal, and is doing good work. The attendance is large for the first month, numbering about 550 pupils. Mr. Miner is an efficient and affable superintendent.

The decision rendered in the "Galesburg case," places the Alton city schools directly under the supervision of the County Superintendent. Mr. Squire is now busy examining the teachers of that place. This adds about $30 to our institute fund.

Prof. M P. Linn, late principal of the Godfrey schools, resigned a short time ago, after having taught in the county five years, three of which were spent in Godfrey. Prof. J. W. Welles, formerly principal of the St. Jacob schools, takes his place. Mr. Linn goes into the newspaper business at Edwardsville.

The County Board of Directors of our Reading Circle, will hold a meeting in Edwardsville, at the court house, on the first Saturday in October, for the purpose of organizing the County Branch of the State Circle. The Teachers' Executive Committee hold a meeting on that date and at the same place. A local Circle will be formed in Edwardsville, in October. All teachers, and others interested, are cordially invited.

Arthur Oehler, secretary of our County Board of Managers of the Illinois State Teachers' Reading Circle, is energetically at work. He reports his personally organizing Marine Circle No. 1, with eleven members, Highland Circle No 2, with twelve members, while Troy Circle No. 3, with seven members, is the latest. Reports of new Circles are expected daily from several other places in the county. Let the good work go on.

DU PAGE COUNTY.

Let every teacher of DuPage county attend the October meeting, and be sure to call on A. F. Kendall. Some forgot to do so last year.

We are glad to see J. K. Rassweiler, who was several times reported dead last spring, looking better than he has for years. We have need of all such men as he.

The local papers speak well of J. W. Troger, principal at Hinsdale, and Miss Yakely, principal at Downer's Grove. They are both serving their first term at those places.

We learn that Miss Carrie Lewis has charge of the intermediate department of the Lisle school, at Naperville. Many of the graduates of the Northwestern College get as close to their *alma mater* as possible.

C. W. Wagner goes to Lisle, Bruce Ellsworth to Warrenville, Miss Allie Turner to Rabbit Hill, Charles Van Lew to Addison, Miss Sarah Holland is looking after the little urchins at Clarendon Hills, Sam Schneider goes to the Huxhold schools, and Miss Carrie B. Davey teaches the home district.

The DuPage County Teachers' Association held its first meeting at Wheaton, September 5. A large number of teachers was present.

Supt. Fischer gave the first of a series of exercises in Natural Philosophy. We believe these exercises will be very interesting, as was the one given. No member of the Association can afford to miss one of them. Come to each meeting, but not without having studied your lesson.

C. A. Sherman gave an interesting talk on the subject of Geography. He would, by familiar talks, interest little pupils in the things around them, and so lead them on and up. We have faith in Mr. Sherman's ability.

The lecture on School Government, by James F Claflin, was excellent. If we judge right, Mr. Claflin is one of the few who, when he finds that he is wrong, has the courage to stand before his pupils and say he is wrong.

Mr. Meck's exercise in Arithmetic was good. A pupil taught fractions according to the plan presented, will find few obstacles in his way, and is sure to reap life-long benefits.

At the close of the exercises, the following officers were elected: S. R. Meck, Vice-President; Miss May Guilford, Secretary; A. F. Kendall, Treasurer. The Association then adjourned till the first Saturday in October.

WHITE COUNTY.

Phillipstown is the address of J. W. Wies.

Misses Brockett and Whitaker are among those retained in the Grayville school.

Prof. McCullough, who rendered our late Institute good service, will teach again at Enfield.

The Carmi Normal opens up under the charge of Prof. Ingram, of Missouri. The prospects are good.

The Misses Denny will move to Kansas early in the winter. Our loss is Kansas' gain; they will be successful anywhere.

At Carmi, in addition to Miss Hunsing, Miss White and Miss Clark are retained on the South side, and J. A. Ross, who returned from the North only in time to take part in the last days's doings of the Institute, is principal of the North side this year.

Mr. Kamangai, a Japanese student, gave a most interesting and instructive lecture on "The Japanese," at the Presbyterian church, in Carmi, on the 30th ult. Mr. Kamangai is a student of Wabash (Indiana) College, and was visiting Mr. Berry Crebs. Students and teachers are thankful to Mr. Kamangai, and believe a brilliant and useful future is before him.

The future of our schools begins to brighten. Many of the farmer-teachers are already cut out, and their places filled by persons who have but one calling; and many more will be "left" next year. Is this unjust? Should a Superintendent grant a certificate to a teacher (?) who, year after year, falls below the grade of the preceding year, because he does not "study up," attend Institutes, or take journals? Teaching in Southern Illinois has made more rapid and solid advancement within five years past than during any other period of equal length, and by-and-by will attain the dignity of a profession, being filled by those who *teach* for a living—not merely for a living, but with higher aims as well.

The White County Institute, held at Carmi, began on the 17th and closed on the 29th ult It was the most successful institute in two essential qualities,—number and interest,—ever held in this county.

Prof. M. A. Montgomery, of the Enfield College, was present, and gave much aid. His course of lectures on his last years's visit to Europe, drew large crowds nightly, and won for him a permanent place in the hearts of his hearers.

Prof. J. D. Neyswander, of Grayville, showed his zeal and snap, much to the benefit of all.

Prof J. B. Kinnear, of McLeansboro, who will teach on the South side during the coming winter, came prominently forward.

The Model School, under the charge of Miss Fanny Hunsinger, was a success. Her old place on the north side will know her another year.

Supt. White had put forth a creditable effort before the Institute, and his course during the term was commendable.

All missed the faces of Prof Gastman and Miss Bear, of Decatur, who rendered us good service here last year. Miss Bear awoke the people to the true manner of instructing primary pupils, and as I watch and study the steady steps of advancement, I cannot help finding myself on the edge of envy when I think of the reward awaiting such successful instructors of children.

At the close of the Institute, a Reading Circle and County Association were formed. TRUX.

JO DAVIESS COUNTY.

Edward Weirick remains at Nora.

Elizabeth wisely retains F. M. Richardson.

L. L. Bausman takes charge of the schools at Scales Mound.

H. T. Matchett, a graduate of Monmouth College, succeeds Glotfelter at Hanover.

Charles D. Stilwell, of Iowa, educated at the Dixon College, takes charge of the schools at Apple River.

G. H. Goodall, of Lodi, Wis., succeeds Garver at Warren. Mr. Goodall is a graduate of the State University of Wisconsin.

Daniel Needham, from Patch Grove, Wis., succeeds M. W. Utz at Dunleith. Mr. Needham is a student of the Plattville Normal.

Several changes have been made in the schools of the county. In Galena more prominence is given to the primary department by placing experienced and skilful teachers in charge, and supplying them with some of the modern appliances for teaching. The Board has also established a normal department to which are admitted graduates of the high school. They are to teach gratis for a year, under the directions of the superintendent and teachers, in the different departments, beginning with the primary and teaching in every grade. When needed they act as substitutes. If successful they will receive, at the end of the year, a diploma from the Board, and appointments to first vacancies

Father Brand held a five days' Institute, at Galena recently, with one hundred and fifty earnest and active workers in attendance.

S. Y. Gillan conducted the Institute, fully maintaining his established reputation as a clear, incisive instructor.

Charles Goodall, principal-elect of the Warren schools, and O. P. Bostwick, were the assistant instructors.

Supt. Raab spent a day at the Institute, giving three lectures to the teachers and citizens. This was Supt. Raab's first visit to Jo Daviess county, but from the enthusiastic reception he received from the teachers, it is evident all hope it is not the last.

During the last day of the Institute the teachers of this county organized a county association, which is to hold its first session at Warren, on the last Saturday of October.

The Reading Circle was presented, and two Circles organized.—Elizabeth No. 1; Galena No 2.

Miss Josie McHugh was elected Secretary, and O. P. Bostwick Chairman, of the County Board of Managers.

SCRIPTOR.

VERMILION COUNTY.

The ownership and chief editorial work of the *School Bulletin*, published at Danville, passed, on the first of September, to Mr. O. F. Barth. Messrs. Benedict and Gillan still remain connected with the paper as associate editors.

Two new school houses were built in Danville the past summer. The schools start out with a corps of fifty teachers. Mr. Jones, formerly of Gibson, and Mr. Flanigan, of Hoopeston, are principals of ward schools in Danville this year.

An educational exhibit was one of the the features of Danville fair this year: Best papers from ungraded schools, Cunningham school, Miss Steeley, teacher; Oakwood school, Miss Woodruff, teacher. 2d. Best set of papers from ungraded village schools, Indianola, J G. English, teacher, 1st; Rankin, L. N. Stearns, teacher, 2d. Best map drawn by any school child in the county, Miss Eva Moore, 1st; Wm. Long, 2d.

WASHINGTON COUNTY.

Washington county bids fair to enroll a class of 75 for the Reading Circle.

Our Institute closed a two weeks' session August 28. It was generally conceded to be the best we have had in this county.

Prof. John Hull, of the Southern Illinois Normal, conducted the work, assisted by Miss N. C. Anderson, of Nashville, and Prof. A. J. McDonough, of Red Bud.

Several interesting lectures were given during the Institute.

There was a daily increase in interest and attendance, closing with double the enrollment of last year.

Prof. Hull and his assistants deserve praise for the excellent work which they did.

W. L. M.

MOULTRIE COUNTY.

R. M. Magill and R. E. Selby opened their schools on September 21.

Mr. Harriman, of Ohio, is at Bethany; Mr. Humer, of Danville, is at Sullivan.

All the city and village schools of this county began work for the year September 7.

Miss Louie Fread, an experienced teacher, was lately married to Mr. Geo. Tally. Mrs. Tally has the grammar department at Bethany.

Supt. B. F. Peadro began his first round of school visitation September 21. This coming year is the first that Moultrie county has ever allowed the Superintendent to visit the schools. There is a chance for grand results here.

The Teachers' Institute, for September, was held in the high school room, in Sullivan, September 19. There was a fair attendance. A constitution was adopted, and it is proposed to do some good this year. The teachers of this county are becoming more energetic, and good results are to be expected. The third Saturday in October is the time for the next meeting.

The summer Institute, which closed the last week in August, is acknowledged to be the best ever held in the county. Nearly 100 teachers find work in this small county; the Institute enrolled 120. Four excellent lectures were delivered the last week. The first was delivered by Hon. Henry Raab, August 24; Mr. Merwin, of St. Louis, editor of the *American Teacher*, gave a humorous lecture, August 25; August 26, Dr. Hewett gave an admirable talk on "True Views of Education;" Rev. D. F. Howe spoke very eloquently, August 28, on the "Moral Side of Education."

On the evening of August 27, Supt. Peadro gave a banquet to the teachers.

M.

BUREAU COUNTY.

Supt. Miller has shown great tact in raising the standard of school work. Work that took first premium a few years ago would not even reach third now.

The Institute has come and gone, and teachers throughout the county have commenced their work with a fund of new ideas, new inspiration, and with a fair prospect of achieving better results than ever before.

The educational exhibit at the county fair was a decided success. The display upon the walls was not so elaborate as last year, but the exhibit of genuine school work was far better. Last year 150 entries were the greatest number reached, but this year 325 were recorded.

The Teachers' Reading Circle will be in full operation in this county soon. The outlook now is that a large circle of the most intelligent teachers in the county will be formed. Bureau county never ranks second if she can help it. Our superintendent is wide awake, and full of enthusiasm.

O.

MONTGOMERY COUNTY.

Mr. Samuel Cottrell has charge of the Witt school this year.

Miss Jennie Wolford has gone from this county to teach in Kansas City.

Prof. Shipley has charge of the Donnellson school, and is assisted by Mrs. Cress.

Montgomery county had the largest Institute in the State, with but one exception.

Mr. C. A. Armstrong is elected principal of the Walshville school. He will succeed.

Miss Belle Middleton, one of the Hillsboro teachers, spent her vacation in New York.

Miss Ida Russell, of the Litchfield schools, spent the summer with relatives in Pennsylvania.

The first Teachers' Association in this county this year, will be held in Hillsboro, November 13.

Messrs. Charles M. Brown and Alfred Taylor, of Hillsboro, are attending a Theological Seminary in Chicago.

Supt. Jesse C. Barrett and Prof. A. P. Allen, of Hillsboro, attended the Southern Illinois Teachers' Association, at Greenville.

Miss Mamie Charles, of Litchfield, has gone to Palmyra, Mo., to reenter upon her position as an instructress in music, in a Ladies' Seminary.

Edgar Strain teaches this year at Fairview, James McDavid at Coffeen, Frank McDavid at the Point, Mr. Barry at the Brown, E. P. Cromes at Victor.

The Hillsboro schools, superintended by Prof. A. P. Allen, commenced their year's work on Monday, September 14, with 447 in attendance. There are 22 in the high school this year.

The schools of Raymond opened September 14, with Thomas P. Miller, principal, and Miss Lucie Howard, Miss Lillie Pyle, and Miss Shepherd, assistants.

The schools of Litchfield began, on September 14, with an attendance of 700, which is larger than last year. No material changes were made in the course of study.

Prof. Thomas Charles, formerly superintendent of the Litchfield schools, was here on a visit recently. He has been reelected in Silver City, N. M., at an advanced salary.

Miss Anna L. Jackson, of Hillsboro, will remain at home and teach elocution the coming year. She gave a very successful entertainment recently. She ranks high as an elocutionist.

A new school house has been completed at Honey Bend. Miss May Butler has charge this year, and will be assisted by Miss Mattie Keating. Both are graduates of the Litchfield high school. G. E. A.

MACON COUNTY.

The principals of our ward schools are all retained, and there are but two changes in the principals of our eight village schools.

About eighty teachers have enrolled in the Reading Circle. Many of these have purchased a complete outfit of the required texts, and entered upon the year's work in earnest.

The County Superintendent is pushing the primary work in his visits; he is giving more attention than ever to this department of his work. Our teachers are studying the *how* as well as the scope of their work. Good results must follow such a course.

It is a little late to mention Institutes, but we desire to repeat what others have said: "It was the best we have held; the attendance was much greater than we have had for years; the interest being of that nature calculated to be of a lasting character," etc.

The village schools of Macon, under the principalship of Prof. Joseph Trenchard, are putting a course of study into operation. Much time was spent in devising and perfecting this course with a view to securing a good gradation. The Board are unanimous in voting its adoption.

The Teachers' Professional Library now contains about two hundred professional works on teaching. The condition of membership is the payment of $1 for life membership. This fee keeps the fund in good condition, and enables the society to purchase all the best works on the profession of teaching.

Decoration day for our schools has become of general interest; the fourth Friday in October has been observed as decoration day since 1879. All our rural schools are nicely and tastefully decorated; some picture, motto, or bouquet, is now added annually, thus keeping up a practice that is gradually growing into a custom.

The teachers' meeting, organized in 1876, is still doing a good work. While it took the usual form of the teacher's meeting for several years, it has drifted into a kind of grade meeting during the past two years. Since we have adopted this plan we take up the outline of work for the month and discuss the best methods of doing it. Our teachers feel that they are missing something of great value when they miss the teachers' meeting.

SPRINGFIELD.

Coal is bought for the schools at $1.49 per ton.

The high school now has seven teachers and over 250 pupils.

Miss Kate Heberting and Miss Marion Darcy have resigned.

The janitor of the high school is paid $40, and of each ward $35 a month.

Miss Abbie Sutton, of the Edwards school, has leave of absence until Christmas, on account of ill health.

The Stuart and McClernand schools have been enlarged to eight rooms. They are not yet ready for occupancy.

New school books adopted are: Gregory's Political Economy, Barnes' General History, and Brooks' English Grammar.

Mr. Charles E. Hay has resigned his position as President of the Board of Education. Mr. John O. Ramey is his successor.

Schools opened September 7, and the teachers learned from the newspapers of September 3, that they had been appointed the evening previous.

Miss Mary H. Kuhl comes from Bloomington to take a place as teacher of German in the high school. It shows the strength of the German element that two teachers are employed to teach German.

Supt. Feitshans was offered, during the summer, the Chair of Pedagogy in the University of North Carolina, at a salary of $2,500 a year. He chose to remain in Springfield, however, for which the friends of the schools are duly thankful.

Mr. A. E. Mowrer, from Shelbyville, Ind., is the new principal of the Stuart school; Mr. Wm. M. Burt, from Chatham, of the McClernand school; and Mr. J. C. Feitshans, of the Palmer school. The other principals are retained. Principal Mowrer is ill with typhoid fever.

An arrangement is made with the booksellers by which school books are sold according to a scale of prices, averaging about 25 per cent. advance on the wholesale price asked by the publisher. Teachers furnish each pupil with a list, on which are marked the books needed; the list must be signed by the teacher.

Teachers are often urged to study and get certificates of higher grade, to get a greater salary. In the high school, of the five assistant teachers here last year, the two who have been connected with the school the shortest time, and have had less experience out of Springfield than some of the others, and who, this summer, took second grade certificates, each had her salary raised this year. The three others, who have taught in the high school six years, hold two state certificates and a first grade of recent date, and two of them have had several years' experience in ward schools, the third ten years elsewhere, five of which were in high school work; these three teachers receive the same salary they got five years ago. Meanwhile, the teachers are eager for these higher grade certificates, and have formed themselves into several classes, choosing for their instructor some one of the high school teachers. Several are working for a state certificate.

The Teachers' Institute was organized September 12, by electing Principal Hannon president, and Principal Anderson secretary. The retiring president, Principal Johnson, in thanking the teachers for their kind support, said he thought the order and decorum observed by them might well be imitated by the Illinois Legislature. Principal Hannon, in taking the chair, touchingly referred to the horrors of the last few months with the words: "The summer is past, the harvest is over, and *we* are saved."

Supt. Feitshans urged the teachers not to refer to the late unpleasantness. Sorrows, he said, do not grow less repeated. Speaking from the standpoint of the teacher, it is safe to assume that no teacher will, of her accord, *repeat* the experience of the vacation, with its deferred elections, Supreme Court decision, and exhausting examinations, under a merciless County Superintendent. The question will rather be: How can *I*, not being a member of the School Board, nor a judge of the Supreme Court, nor a County Superintendent, avoid a repetition? Am not I a victim of the law? E. A. H.

ILLINOIS NORMAL.

The new class this fall is very large.

Prof. Cook is teaching and superintending the beginning work in number in the primary department.

The Y. M. C. A. will pay one-half the fare of all members who attend the College State Convention, at Galesburg, October 8–11.

Among those who have been taking examinations for advanced standing, are Miss Jennie Armstrong, of White Hall, and Mr. Wotton, of Bristol, Eng.

Pres. Hewett is working with the seniors, in teaching a class of little folks from the primary room. The work is illustrative, and has thus far been chiefly in language.

The members of the faculty will each conduct the general exercise in the preparatory department one week, during the fall term. Mr. Cook began the work last week.

The athletic club, under the leadership of Prof. Barton, is reviving the interest in Indian clubs, dumb-bells, turning pole, and soft gloves. We may expect another "field day" soon.

PHILADELPHIAN SOCIETY.

About forty new books have been added to the Society library.

Extensive improvements have been made in the hall since school opened. The carpet has been taken up and thoroughly dusted, the wood work newly painted, and the walls frescoed.

Only half of the officers elected at the close of last term returned this fall The result of the new election was: President, R. E. Hieronymus; Vice-president, Marie Anderson; Secretary, Sarah A. Eustice; Librarian, E. N. Spellman; Chorister, Frank E. King; Ex. Committee, Amos Watkins.

The program, September 12, was almost drowned out. An extemporaneous program, consisting of declamations, recitations, debates, vocal and instrumental music, was heartily participated in by the members in general.

WRIGHTONIAN SOCIETY.

Messrs. Cation and Galbreath have gone to Cornell to continue their studies.

The hall was improved very much during the summer by the painter's brush. With new chairs, which we hope to have before the year is gone, the hall will look as well or better than ever.

Alexander Cation was present at the first meeting this term, and presided until the inauguration of officers. His exaugural was an able and appropriate address. Louis Galbreath, another alumnus, served as critic. Judging from the first night's program, Wrightonia's reputation will not suffer this term.

The union sociable was an enjoyable affair. The novelty of croquet playing upon brussels carpet was a new feature. Music by the Normal band, and songs by the students added to the enjoyment of all. The attendance of the faculty and their families was an additional pleasing feature. The students have not always heretofore been favored with the presence of all the faculty at these sociables, hence they can, and do, heartily appreciate this new departure.

PUBLISHERS' NOTES.

It is a notable fact that the young men and women who attend H. B. Bryant's Chicago Business College, and complete the course, are called for by business houses more rapidly than they can be prepared.

There is a great demand for kindergarten material and devices for primary teachers. Examine the "ad." with the wheelbarrow.

On our third cover page will be found an advertisement of the Mutual Reserve Fund Life Association. We are personally acquainted with Messrs. Crawford & Parr, and can assure our readers that they are honorable men.

The Brockway Teachers' Agency advertised in our columns refers to Supt. Howland, of Chicago, Prof. Phelps, Winona, Minn., Adj. Gen. Elliot, Springfield, and others. This agency furnishes a very convenient means of communication between teacher and employer.

How many of our readers are aware of the fact that A. H. Andrews & Co. are the largest manufacturers in the world of school furniture? Have you noticed their "ad." on second p. cover? Have you tried their Dustless Erasers? Have you seen their Lunar Tellurian Globe? Are you going to have new desks this year? Yes? Well, then, you *must* see the Triumph, with folding lid.

TEACHERS—A trial of Our New School Aids will convince you that they are the best and cheapest system for conducting schools in good quiet order. Set No. 1 contains 212 large, elegant, artistic chromo-lithographed excelsior, merit and credit cards, price per set $1, half set 50c. Set No. 2 contains 212 largest and finest chromo excelsior, merit and credit cards, price per set $1.50; half set 75c. 600 new designs brilliant artistic chromos, school reward, excelsior, merit, credit, diploma, birthday, easter, friendship, remembrance, christmas, new year, scripture and fine gift cards at 5, 10, 15, 20 and 25c per dozen. Large set samples 20c. If you do not care to order samples send any amount you wish, stating number and kinds of cards wanted, and we will surely please you. Price list, return envelopes, order blanks free. All post-paid by mail. Stamps taken. Please send a trial order. It will pay you to order samples. FINE ART PUB. CO., WARREN, PA.

We are glad to know that so many young men and women are taking the proper course to make themselves competent to do business intelligently, for themselves or for others, by taking a thorough course of training at H. B. Bryant's Chicago Business College.

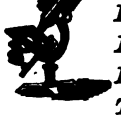
LOCAL NOTES.

Maxwell & Co. have removed to Chicago, but they left their old store behind them, and R. C. Rogers & Co., their successors, can fill any order for goods in their line. If you want a book that your dealers can't supply, write Rogers & Co., and get it by an early mail. Students, drop in and see the opportunity for bargains. North Side Court-House Square, Bloomington.

BOOKS SENT POSTPAID.

Hewett's Pedagogy, $1.07; Cook's Arithmetic, .60; Haynie's Grammar, .56; Seymour's Simple Dissections, .20; Metcalf & DeGarmo's Dictionary Work, .27; Miss Kennedy's Observation Schemes, .25; Gillan's Lessons in Mathematical Geography, .15; McCormick's Practical Work in Geography, $1. Special rates by quantities. Introduction prices on all text-books. Correspondence invited. NORMAL BOOK AND NEWS CO., Normal, Ill

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PUBLISHERS' NOTES *(Continued.)*

There are schools in which the voice of song is never heard. Think of it! Nothing but study and recitation, study and recitation! Nine-tenths of the children are able and anxious to sing. And how it relieves the monotony of work, quiets the restless, and arouses the dull and listless! "But we must have songs." Certainly, and the veteran publishers, Geo. Sherwood & Co., Chicago, have just brought out the very thing needed. "Popular Songs," by C. R. E. Mueller and O. Blackman exactly fills the bill. Are you a primary teacher? It has an abundant stock of songs expressly for the "wee tots." If in the intermediate grade, your wants are as well supplied, while those in higher grades will find plenty of the best arranged for three parts or four.

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It is now more than three years since Prof. E. J. James, Ph. D., now of the University of Pennsylvania, and Charles DeGarmo, now in Halle University, Germany, began the preparation of "The Student's Speller." These gentlemen were at that time connected with the Illinois State Normal University. Believing that there was no book in print fully adapted to meet the wants of all grades, they prepared the admirable book that Geo Sherwood & Co., Chicago, have just issued from their presses. Here are a few of many of its excellent features:

1. It contains a Table of Sound Representatives, with their Names, Equivalents, and Values.
2. It begins with the simplest words, presenting them in print and script.
3. It has numerous reviews in script, in which the words are put into sentences.
4. It contains many lists of words of different spelling but the same pronunciation, with definitions appended.
5. Words are not given in a hap-hazard way, but in related groups.
6. There are rules of pronunciation, of spelling, of capitals, and for the formation of compound words.
7. There are lists of offices and officers, of authors, of French words and phrases, and directions, for etymological work. Send 24 cts. and get a specimen copy.

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4. In the judicious selection of examples for exercises. Great pains have been taken to select the material for analyzing and parsing, so far as possible, from Standard Literature, rather than to coin new expressions.
5. In the carefully prepared models for all the work. The introduction of this aid in the study of language, is one of the distinguishing characteristics of "Graded Lessons."
6. In the improved system of diagrams for analysis. It is the most complete that has ever been brought to public view.
7. In the full treatment of synthesis or composition. Here is found a general and practical application of all the principles of grammar. To learn to speak correctly, the pupil must engage in *speaking*. To learn to write correctly, the pupil must engage in *writing*. The art of speaking correctly begins with conversation and ends with oral discourse. The art of writing correctly begins with the most elementary synthesis and ends with written discourse. Special attention is given to elementary work in both these departments. From the primary work, the pupil is guided, step by step, to the higher forms of speech and composition.

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ILLINOIS SCHOOL JOURNAL.

VOL. V.—No. 7. NORMAL, ILL., NOVEMBER, 1885. WHOLE No. 55.

"TAPS."*

AUGUST 8, 1885.]

Brave heart, good-night! the evening shadows fall;
Silenced the tramping feet, the wailing dirge,
The cannon's roar; faint dies the bugle call,
"Lights out!"—the sentry's tread scarce wakes the hush,
Good-night.

Swift flows the river, murmuring as it flows,—
Soft slumber-giving airs invite to rest;
Pain's hours of anguish fled—tired eyelids close—
Love wishes thee, as oft and oft before,
Good-night.

The stars look down upon thy calm repose
As once on tented field, on battle eve;
No clash of arms, sad heralder of woes,
Now rudely breaks the sleep God's peace enfolds,—
Good-night.

Thy silence speaks, and tells of honor, truth,
Of faithful service,—generous victory,—
A nation saved. For thee a nation weeps,—
Clasp hands again, through tears! Our Leader sleeps!
Good-night.

—*F. M. Newton, in October Century.*

A Few Excellent Features of the School Law of California, as Compared with a Few Defects in the School Law of Illinois.

BY PROF. GRANVILLE F. FOSTER.

PART II.

Though the duties of the County Superintendent of Schools in California are considerably greater than those which the similar officer in Illinois has to perform, while at the same time the powers, as well as the dignity appertaining to the office are greater (as was shown at length in Part I of this article), yet in a direction in which the latter can exercise full powers, the former is very much restricted—in the matter of granting certificates of qualification to teachers. The school law places this whole matter of granting certificates, except in the case of emergency when the County Superintendent is empowered to grant them for very brief periods only, for which, however, he is held fully responsible, in the hands of a body known as the County Board of Education, or, as it is called by statute in San Francisco, the City Board of Examiners.

The appointment of the members of the County Board of Education is vested in the County Board of Supervisors, the County Superintendent, who is a member of the Board of Education, alone excepted. The law allows four members to be appointed, of which two at least *must be*, at the time of their appointment, *successful teachers* in the county. As a fact, in most counties of the State, all the members of this body are actual teachers of considerable experience and worth, but very few Boards of Supervisors undertaking to appoint any others. The membership is so arranged that two members of this educational body are appointed every year. The County Superintendent is *ex-officio* Secretary, but the Board elects its President. All its meetings are public, and must be held at the county seat, and its members receive from the county a compensation for their services, besides having all their necessary expenses, incurred in attending the meetings, paid.

The County Board of Education has the power to adopt rules and regulations for its own government, to prescribe and enforce rules for the examination of teachers, and to grant two kinds of certificates,—one first grade, valid for four years, and authorizing the holder to teach a grammar school, and one

*The burial service at the funeral of Gen. Grant closed impressively with the sound of "Taps" (Lights out.)

second grade, valid for two years, and only authorizing the holder to teach a primary school. Boards of Trustees are prohibited from engaging a teacher with a second grade certificate for a grammar school, the penalty being the loss of public money.

Further, the County Board of Education has the right to enforce the use of a uniform series of text-books within the county, to revoke certificates, to issue diplomas of graduation to pupils from any public school in the county who have passed an examination prescribed for it, and finally, it has the right to recommend to the State Board of Education any teachers of worth and assured success, actually engaged in the work of teaching in the county, for the educational diplomas or life diplomas, which can only be granted by the State Board, and only then when recommended by the County Board as having taught the requisite number of years, and with more than ordinary success, as was fully shown in Part I of this article.

It will be seen that this body is like the State Board of Education, both a legislative and advisory one. Within certain limits it has direct power to enforce its acts upon every teacher and school officer in the county, but, lest its acts might become unreasonable or arbitrary in their character, one-half of the members must be actual teachers, who, it is supposed, would restrain the other half from enacting any measure, which, in its nature, would be oppressive. It is the custom of most County Boards in the State to publish yearly a manual, giving information as to times of meeting, periods of examinations for county certificates, prescribed courses of study for primary and grammar schools in county and city, names of teachers in county, time of holding county institutes, and other information invaluable to every teacher in the county.

Although the most important member in this body is the County Superintendent, and although, in a certain sense, it constitutes that officer's advisory council or cabinet, yet just as the State Superintendent only holds the office of Secretary to the State Board of Education, so only does the County Superintendent hold the office of Secretary to the County Board. The City Board of Examiners in San Francisco bears to the City Superintendent the same relation as the County Board does to the County Superintendent, and has similar duties and privileges.

The writer is prepared to testify to the great advantage of this County Board in promoting the cause of education within the limits of its jurisdiction. Having legal power to enact rules and enforce them, its value in county supervision is immense. Its value, too, as a moral force is very great. The County Superintendent, in his constant visiting of schools throughout the county, learns the facts concerning the condition of educational affairs, everywhere within its limits, and on these facts the Board can act promptly and decisively, can revoke the certificates of unworthy or worthless teachers, refuse public money to Boards of Trustees who fail to carry out the meaning and intent of the school law, and can so adapt its course of study as to do the greatest good to the greatest number. The Sword of Damocles hangs over the head of a careless or inefficient teacher in any county in the State. As a moral force, the existence of such a board is a stimulus to the very best exertions. There are held out before the conscientious teacher, the two State educational diplomas as inducements to the best exertions, as these are given by County Boards only for faithful, worthy work performed; besides, the successful teacher may reasonably hope, sometime, to hold a membership in the Board itself, a place of considerable honor to the average teacher, to say the least. But the chief value of this Board is in the power it exercises over the granting of certificates, and here, indeed, the California school law is *ahead* of that of Illinois. In the latter State, the whole power to grant county certificates is vested in each county, in one man, elected by the dominant political party; a man who is occasionally, shall I not say often, not among the best educators or teachers of the county, who hopes to be reëlected, and who fears, therefore, to offend the many friends of inefficient and worthless candidates for the teacher's position who appear before him for certificates.

Do these things not weigh anything in the superintendent's mind when he is called upon to issue certificates? In the case of the nine-tenths of the men and women who hold this

honorable office in the State of Illinois, I am happy to say no, for they are far too honorable and true to their trusts to grant certificates to incompetent persons, for selfish or ignoble ends, but that the considerations mentioned above *do, indeed, influence a few*, who have been elected to this office, the writer is willing to assert, unless, forsooth, there has been a great change in this respect since he has left the State.

The effect of allowing incompetent persons to occupy so important a position as the teacher holds is pernicious, but still more is it so if there happens to be no supervision to stimulate even such a person to do his best. Boards of School Directors might examine teachers, but, as a rule, they do not, and the incompetent one, armed with a first grade certificate and a stack of testimonials, is engaged to worry through a term, to tramp off after its close to some other part of the same county, to victimize another Board of Directors, who have not heard of the former failure, and are not likely to hear of it. This is an extreme case, I know, but is not only possible but has actually occurred, and hence provisions should be inserted in the school law to make such cases, at least, extremely rare.

A better plan than that of allowing the County Superintendent the full right, at his discretion, to grant certificates, would be the one in vogue in the State of Nevada, where that officer is obliged to appoint a Board of Examiners to assist him, for a year, in the examination of candidates; but still better is the Californian plan, as embodied in the County Board of Education, since the County Superintendent has no influence in the appointment of its members, and no influence in moulding them to his way of thinking, further than his speeches and acts might influence them. This especial feature of the California school law is commended to the consideration of Illinois school teachers and officers who are moving earnestly in the effort, to influence the next State Legislature to make some changes in the school law, making more effective the County Superintendency.

But one more feature of the California school law can be mentioned within the limits of this article, namely: The encouragement given therein to the formation of district libraries. The State has a large library fund, the interest of which is distributed yearly to school districts for library purposes. The matter of libraries is under the direct charge and control of the State Board of Education, which has the power of making rules and regulations, binding upon every county. There is an *index expurgatorius*, namely: Sectarian books and books of an immoral tendency. The State Superintendent furnishes County Boards of Education with lists of suitable books for a library, and through the advice of the County Superintendent, Boards of Trustees can procure such books as will meet the requirements of the law. Every teacher is held personally responsible for keeping the library in good condition, unless there is appointed, as in towns and cities, a librarian, to whom then is shifted the responsibility. Every school house has its library, however small the population of the district may be, and the pupils, under certain regulations, can take these books home for reading. It is the duty of the County Superintendent, in his visitations, to give particular attention to the matter of how the library is kept, how many books are taken out weekly or monthly, what kind are mostly read, etc. Carelessness or shiftlessness in taking care of the library may cost the district its public money, or its teacher his certificate, and, in consequence, the libraries are well and carefully kept.

THE PHILOSOPHY OF TEACHING.*

BY DR. E. E. WHITE.

It has already been seen that mental development has its successive phases, each characterized by certain leading activities of the mind, and it is important that these successive phases be properly recognized in arranging courses of elementary instruction. If the first four years of a school course be called primary, the second four years secondary, and the next four years higher or high school, the primary course may be characterized as *sense-conceptive*, the secondary course as *transitional*, and the high school as *scientific*, these terms respectively designating the characteris-

*Extract from a paper read before the Ohio Teachers' Association.

tic features of the course in the periods to which they are applied.

In that educational classic, "The True Order of Studies," Dr. Thomas Hill compares a true course of study to a spiral stairway, surrounding the five great columns of human knowledge, and cutting off a section of each at every round of its ascent. While this famous simile clearly recognizes the important fact that there is a natural sequence of knowledge to be observed in teaching, it fails to indicate that this sequence is lateral as well as vertical. A true course of study not only cuts off a section of all the great branches of knowledge each year, but each section includes presentative, representative, and thought-knowledge and activity. In its progress through each annual cycle of its ascent, school instruction passes from sense-knowledge to thought-knowledge—from sense to reason.

PRINCIPLE V.

The primary concepts and ideas in every branch of knowledge, must be taught objectively in all grades of school.

The psychical processes involved in sense-perception show that the forming of an individual concept requires the presence of the object, and since general concepts are derived from individual concepts, it follows that no concept, individual or general, can be taught *without presenting the appropriate object or objects to the mind.* The same is true in teaching ideas, particular or general. A concept or idea is the *product* of the mind's action, and the act of perceiving an individual object requires the presence of the object.

It follows from the above principle that *no primary concept or idea can be taught through its word.* A word can recall and represent a *known* concept or idea associated with it, but a word cannot summon a *new* idea into what has been called "the presence chamber of the soul." The futile attempt to teach primary concepts and ideas through words, is responsible for more unsatisfactory results than any other error of elementary instruction. Carlyle characterizes his teachers as "hide-bound pedants," who crammed him with innumerable dead vocables, and called it "fostering the growth of the mind." Carlyle's pedants once represented a very large class of so-called teachers, and it is feared that this race of word-cramming pedants is not yet extinct.

The so-called maxim, "Ideas before words," may not be a necessary principle even of primary instruction, but it is excellent advice. The essential thing is to teach both the idea and its sign, and especially to connect them indissolubly together, and *to make this connection sure*, it is wise to teach the idea *before* the word, whenever this can be done. The facility with which children learn words, especially as sounds, is constantly giving them new words which to them have no meaning. It is important that these empty words be filled with their ideas, and especially that all new words learned and used *in school*, be associated with clear ideas. To this end, all primary concepts and ideas must be taught *objectively*.

It is true that a general word may, at first, only represent an individual concept. A child sees a strange animal—a monkey, for example—and learns its name. The word is associated with the individual monkey, and recalls it in memory. When, however, the child has seen several monkeys, the individual concept is unconsciously generalized, and the word monkey then represents the class. It is believed that young children learn most of their words in this way—hearing the word before they form the general concept.

This principle of objective teaching applies to all grades of school—to the high school and the college, as well as to the primary school. The modern method of teaching the physical sciences is increasingly recognizing the fact that all primary concepts are acquired by the study of the objects to which they relate. This is the meaning of the laboratory and the museum. They afford facilities for the study of things, as a preparation for the study of books. When the concepts and ideas, back of words, are thus objectively learned, books become important means of acquiring knowledge.

PRINCIPLE VI.

In the teaching of any school art, clear and correct ideas should inspire and guide practice.

The first step in learning any art is the forming of ideals of the results to be attained, and, as a rule, the clearer and more correct

the ideals formed, the better will be the results reached by practice. This is not only true in the practice of such simple arts as the pitching of a ball or a quoit, the drawing of a line, etc., but also in the higher arts of oratory, painting, sculpture, etc.

It follows that the first step in teaching any art, is to lead the pupil to form *correct ideals* of what he is to do, and, to this end, he should be presented with models and examples. This is not only true in teaching the formative arts, as drawing, painting, etc., but also in teaching oratory, music, and literature. Jennie Lind gave to her generation a new ideal of human song, and that ideal has awakened in many human voices an almost divine melody. Wendell Phillips and John B. Gough have respectively given to many American speakers their inspiring ideals of oratory.

The next step in teaching any art, is to give the pupil a *knowledge* of the processes by which his ideals can best be embodied. The earlier this knowledge is acquired, the more fruitful will be his practice. But the processes of every art are based on *principles* which are included in a complete knowledge of it. The guiding principles are of little, if any, value to the young learner, and hence should not be taught too early, but in the later and higher practice of an art they are of great value, and may finally take the place of the living teacher.

It is thus seen that the so-called Comenian maxim, "We learn to do by doing," is at best only a half-truth. Simple doing, without the guidance of knowledge, never made an artist or an artisan. The poorest teaching, for example, is often done by teachers who have grown gray in the school-room. What is needed to transmute practice into teaching skill and power, is the inspiration of true ideals and the guidance of correct principles. Blind experience is always, and everywhere, a plodder.

The arts taught in elementary schools, as reading, writing, drawing, language, music, etc., are never properly mastered by mere practice. Automatic exercises may increase mechanical facility in the repetition of known processes, but such practice never corrects errors, or suggest better methods.

On the other hand, no mistake in elementary teaching is more futile than the attempt to teach a school art by simply imparting a theoretical knowledge of its principles and processes. The mastery of an art involves the acquisition of *skill*, and a knowledge of its processes and principles is chiefly valuable *as a means to this end*. Instruction without practice cannot impart skill, and hence cannot make an artist.

The old-time attempt to teach the art of using good English by means of technical grammar, is an illustration of this error. This attempt was based on the false notion that skill in speech and writing is a necessary result of a knowledge of the rules of language—an error still too common in American schools. The stupid custom of teaching formal analysis and parsing before practical composition, richly deserves the ridicule now heaped upon it, but is there not evidence of a tendency to the opposite extreme? It now looks as if there would soon be an opportunity to laugh at the equally futile attempt to teach the art of correct speech by hap-hazard, cut-feed language lessons, some of which are about as mechanical as the filling of a basket with chips, and result in about the same kind of skill.

The function of language is *to express thought*, and no exercise in the use of language can impart much skill that does not begin with thought and end with its correct expression. What is needed is a language training that begins with the use of language under correct ideals, and ends with its scientific study. In such a course there is a place for technical grammar and rhetoric.

For one, I gratefully acknowledge my indebtedness to Lindley Murray for some of the little skill which I have acquired in the use of the English language, and especially am I indebted to what has been characterized as the "grammatical dissection" of good English. The thorough grammatical analysis of Pollock's "Course of Time," Pope's "Essay on Man," and Milton's "Paradise Lost;" and later, the rhetorical analysis of Goldsmith's "Deserted Village," and Shakespeare's "Macbeth" and "Julius Cæsar," gave me guiding ideals of correct, forcible, and elegant English. It is, however, important to note that these were not the studies of early childhood,

and that manhood has afforded me some of the practice which was so unwisely denied in school and college.

PRINCIPLE VII.

Oral teaching and text-book study are complementary means of school instruction, the former being chiefly preparatory to the latter.

Oral teaching has three somewhat distinct phases. It includes—

1. The presenting of objects, material or psychical, to the pupil's mind, including the exciting of his curiosity, the directing of his observation, the fixing of his attention, and the affording of such other assistance as may enable him to know these objects. This may be called *objective oral teaching.*

2. The leading of the pupil to recall and reknow absent objects previously presented to the mind and known, and by thinking to discern their likenesses and differences, their relations as parts of classes or wholes, as means and ends, as causes and effects, etc. This involves the use of words, which represent concepts and ideas known to the pupil, and, being reknown, become present elements of thought. The teacher's special function is to lead the pupil to reknow these elements, and by thought to attain the desired knowledge. To this end, the teacher does not directly tell the pupil what he wishes him to learn, but by skillful direction leads him to discover or discern it for himself. This may be called *indirect oral teaching.*

3. The direct communication of facts to the pupil by means of oral language. To this end, the teacher expresses relations (new to the pupil) between known but absent objects of knowledge, by means of words which represent ideas of things, qualities, actions, and relations, familiar to the pupil. The words of the teacher recall known concepts and ideas, and the pupil apprehends or thinks the relation or thought expressed, which completes its communication to his mind. This presenting of new relations of known objects to the pupil by means of language may be called *direct oral teaching.*

Direct oral teaching has been seriously and widely absurd; but it is a mistake to suppose that it has no place in school instruction. Speech is one of man's highest and best endowments, but its practical value depends on its being understood. It is an important function of school education to train the pupil to apprehend thought expressed in language—to pick thought out of its verbal husk. All true teaching contributes, directly or indirectly, to this result. Every oral direction for observing, every question asked, and every expression, by pupil or teacher, of the results of observation or thought, increases the pupils' power to interpret and use language. Even an object lesson is not a "dumb show." The pupil is not only led by questions and suggestions to observe and think, but related facts may be directly told to excite his curiosity, deepen his interest, and widen his knowledge. All three forms of oral teaching (objective, indirect, and direct), are often blended in the same lesson. It is, however, an important principle of oral teaching that *the pupil should not be directly told what he can be easily led to observe or discern for himself.*

The function of oral teaching is not only to train the pupil in the acquiring of original knowledge, but also in the acquiring of knowledge expressed in language, and it thus prepares the pupil to obtain knowledge from books. Books are the depositories of the recorded knowledge of the race, and it is only by reading books that man comes into the possession of this rich inheritance. The ability to read is the key that unlocks these treasuries of knowledge, and hence the training of the pupil in the intelligent reading of the printed page is an important function of school instruction.

When a pupil apprehends facts expressed orally, he may be scarcely conscious of the word medium through which they are presented to his mind; but in acquiring facts expressed in written language, his activity is directed immediately and consciously to the language, and his energy is put forth to discern and grasp the thought embodied in it—to go from the verbal expression to what is expressed. This is evidently a more difficult task than the grasping of thought expressed in oral language, and this suggests, at least, that oral teaching should precede and prepare the way for text-book study in elementary schools.

The union of oral teaching and text-book study is illustrated in the teaching of reading

Reading proper is the apprehension of the relations between known but absent objects when these relations are presented to the mind by written or printed language. In primary classes, pupils are prepared to apprehend these relations, thus expressed, chiefly by oral teaching; in secondary classes, by oral teaching and text-book study united; and in more advanced classes they are apprehended chiefly by study.

As pupils pass up in the grades, they should be increasingly trained *to acquire knowledge from books by study*, and, to this end, the oral lesson should be increasingly supplemented *by the recitation, with its searching tests.* There ought to be no chasm between oral teaching and text-book study in school training, but they should be harmoniously and effectively united as complementary means of instruction—and this, I take it, is the most important problem of instruction that now demands the attention of American teachers.

SOME STUDIES IN FRACTIONS.

1. $\frac{3}{4} + \frac{5}{8} + \frac{11}{12} + \frac{13}{16} = ?$

If two of the $\frac{5}{8}$ be united with the $\frac{3}{4}$, the result will be a unit. Three of the $\frac{5}{8}$ will remain. If ten of the $\frac{13}{16}$ be united with the $\frac{3}{8}$, the result will be another unit. There remain $\frac{11}{12}$ and $\frac{3}{16}$ not united. Twelfths can not be made conveniently from sixteenths. The sixteenths may be changed to fractional units from which twelfths may be made, however: $\frac{3}{16} = \frac{9}{48}$; $\frac{4}{48} = \frac{1}{12}$. This united with $\frac{11}{12}$ forms a third unit and leaves $\frac{5}{48}$.

The exercise is a good one for testing pupils' knowledge of the relations of fractional units, and for training the judgment. There is no rule upon which the class may lean.

2. $\frac{5}{8} - \frac{7}{12} = ?$

If $\frac{5}{8}$ be separated into two parts, one of which is $\frac{7}{12}$, what is the other?

Twelfths are not readily formed from eighths. Eighths may be changed very easily to fractional units from which twelfths can be formed: $\frac{5}{8} = \frac{15}{24}$; $\frac{14}{24} = \frac{7}{12}$. If $\frac{15}{24}$ be separated into two parts, one of which is $\frac{14}{24}$, the other will be $\frac{1}{24}$.

It is worth while to get away from stereotyped methods occasionally.

A COMMON RULE.

"*To multiply a fraction by a whole number, either multiply the numerator or divide the denominator.*"

Is it not the common experience of teachers that pupils who learn the above rule make little or no use of the last part of it?

Is not the following a better statement?

To multiply a fraction by an integer, divide the denominator by the integer.

If this cannot be done, divide it by a factor of the integer, and multiply the numerator by the remaining factor. If this cannot be done, obey the first part of the traditional rule.

3. Multiply $\frac{8}{15}$ by 10; that is, find the sum of ten $\frac{8}{15}$. Ten $\frac{8}{15}$ equal two $\frac{8}{3}$. Why? Two $\frac{8}{3}$ equal, etc.

Will every pupil who says "I cancel the five," readily see the above? Should it be expected of him? Can every teacher show with objects the exact operation corresponding to the division of the denominator by an integer? What is it?

4. Many of the rules of arithmetic are not easily understood, because "arithmetic is the science of number," and science is always making short cuts possible.

If every pupil could see the omitted operations, the rule would be more easily understood. To illustrate:

RULE.—To divide unity by a fraction, invert the fraction.

What are the omitted operations?

$1 \div \frac{7}{8} = ?$ Since dividend and divisor must be like numbers, I change the unit to eighths. $1 = \frac{8}{8}$; $\frac{8}{8} \div \frac{7}{8} = 8 \div 7 = \frac{8}{7}$.

GENERAL STATEMENT.

In dividing unity by any fraction, unity may be changed to the denomination of the fraction, and its numerator divided by the numerator of the fraction.

In such cases it is obvious that the numerator of the fraction to which unity is changed will equal the denominator of the given fraction. The work, then, may be shortened by simply dividing the denominator of the fraction by its numerator, and expressing the result in fractional form.

RULE.—To divide unity by a fraction, divide the denominator of the fraction by its numerator.

What are the omitted operations?

METHOD OF TEACHING LITERATURE.

BY ALFRED S. ROE, ESQ.,
Principal of the High School at Worcester, Mass.

How to make composition-writing, and the learning and reciting of selections of verse or prose interesting, have long been among the most trying of the teacher's many tasks. To add profit to interest is simply to make the work so much the more difficult. If I repeat some of my own experiences, I suppose I shall give a fair showing of the trials of the average teacher.

For several years it had been the custom in a certain school in Middlesex county to give up Friday afternoon to general exercises. At this time, the pupils declaimed, recited, or read, according to the choice of the individual. The teacher commented on the compositions presented, criticised the modes of rendering the several selections, and then tried to interest the school in readings or recitations of his own. He early remarked the desire of his pupils to select the pieces whose rendering should excite mirth on the part of those listening. Mark Twain and Petroleum V. Nasby found much more favor than Longfellow and Whittier.

Coming to the High School in Worcester, I found the rhetorical exercises in a very peculiar condition. Monday was the day devoted to singing and these exercises. Necessarily it was a broken day. Pupils did not like the exercises, and the teachers dreaded them. Frequently their recurrence would be seized as an excuse to remain away from school. If a visit out of town was contemplated, the pupil would often arrange to protract the stay over Monday, thus avoiding compositions and reading. Not one pupil in twenty considered the exercises otherwise than a bore. The ultimate good to be derived therefrom was so far in the future that it was practically invisible.

After a time, to obviate the desultory selections that were commonly made, Professor Hudson's two books, "Text-Books of Prose and Poetry," were introduced; but these proved to be quite too heavy. Few boys can appreciate a year's study of Burke and Webster, and as for the poetry, it was better adapted to those who have acquired a taste for reading than to those who are in a formative state. To sum up the matter, it was difficult for the teacher to arouse an interest in the work, with these books in hand. I frequently met boys who, having gone to college, said, "In college we ask no odds of our associates in the classics, mathematics, etc., but in writing essays and kindred work we are far behind."

This was not a pleasant thing for one to hear, and I early decided, if I ever had the opportunity, I would try to remedy certain defects. The time came. What were the appliances at the hand of the pupil? The old range of school readers,—such books of declamatory selections as had passed down from generations of brothers, sisters, and parents with Garrett's "100 Choice Selections," all of them, particularly the latter, well enough if a teacher had only a half dozen pupils to direct and oversee.

A word at this point on the old, familiar expression, "Speaking Pieces." I am one who claims to have derived permanent benefit from committing to memory the words of famous men, and rendering the same, before my fellow pupils, to the best of my ability. In common with others of my own day and with the children of a later time, in addition to much that was nonsense, I learned a deal that I should be loath to part with. The pleasure that I derived from the words of Emmet, Hancock, Adams, Webster, and Seward, it would be difficult to describe. His boyhood lacks something who has no pleasurable recollection of "Hohenlinden," "The Death of Napoleon," "The Burial of Sir John Moore," "The Battle of Waterloo," and the scores of other selections that twenty-five years ago constituted the stock pieces in our schools. No amount of ridicule over the awkwardness of the tyro, nor flings at the arrogance of the boy who has learned to do his part passably, will overcome the fact that every time the boy essays a part that is so difficult for him, and accomplishes his undertaking, he is gaining confidence in himself, an ability to face an audience, and at the same time keep his wits about him. Perhaps some of us have seen Sol. Smith Russell in his mirth provoking renderings of "Bingen on the Rhine," *a la* the small boy. While I have laughed loud and long at this, I have at

the same time thought that there must have been a time when Mr. Sol. Smith Russell himself was as awkward and bashful as the lad whom he delineated.

But all this I have thought a means to an end simply. I should think it the height of folly for a person to carry his declamations no further than the learning and reciting. In learning he will have gained strength for more acquirements, and he is all the time storing his mind with that which may, on occasion, prove exceedingly useful to him. Over and above all, he has as a rule acquired the ability to keep his feet and his wits at the same time. A gentleman, returning to the school where a large part of his boyhood was spent, said: "I can forgive all the shortcomings of this room save one,—the fact that the master excused me from my regular part in declamations. Again and again, in my subsequent life, I have seen the time when I would have given thousands to have the confidence in myself that my mates acquired in this very room while speaking their pieces. I begged off and was excused." With this memory by me, I have very rarely excused any pupil not incapacitated by some defect of the vocal organs.

But to return to the exercises in our school. Two years ago, I determined to set about a sytematic, thorough study of one author for a definite time, expecting thereby to gain insensibly something of the writer's style and also to familiarize the pupils with words and ideas that were worth remembering. I turned first to poetry, and selected the writer whose verses first placed American poetry on a level with that of other English poets across the waters,—Bryant. Our book-sellers readily agreed to supply the school with copies of the poet at a reduced rate, and the pupils as readily purchased.

For one half of a school year we read, declaimed, and recited Bryant. Each teacher directed the study to suit himself. No two made the same selections; but all unwittingly agreed on a certain few. None omitted "Thanatopsis," and almost all announced for learning "To a. Waterfowl" and "The Fringed Gentian." Once a week, then, for two hours, the whole school thought with Bryant. As we came together in the main hall, what more natural than that some one boy or girl should give, before the assembled pupils, a selection which the teacher had recommended; and when November 3 came, we had a sort of field day, all the young people being ready to recite some sentiment from the poet, and a selected number provided longer poems or extracts. The day was seized upon as a fitting one to give to the school, for the walls of the hall, a picture of the poet himself. All this time the school had been writing compositions on thoughts suggested by the poems. To assist the teacher in directing the early efforts of the pupil, every boy and girl on entering the school is required to purchase a copy of A. S. Hill's "Treatise on Punctuation." The rules in this book, very tersely expressed, all are expected to learn and apply under competent instruction.

I find very creditable work done long before the pupil reaches the study of rhetoric, which, with us, does not come until the third year.

Many of the boys said, "I don't like poetry." So to meet these cases and also for the sake of variety, when the half year was ended, prose was substituted. As in poetry we went to the first, so in prose we took the American author who first won for himself recognition on English shores,—Irving. Each pupil procured a copy of the "Sketch Book," and became familiar with its contents. But our reading of Irving did not stop here. Hard by was the Public Library, where Mr. Green was more than willing to proffer every book that bore the name of Irving. The "Sketch Book" was the radiant point, and from it proceeded the lives of Columbus, Mahomet, and Goldsmith. The young folks found themselves reveling in the "Alhambra," and, without doubt, more than sympathizing with the exiled Moors in the "Conquest of Granada." A large proportion of the school read "Knickerbocker's History of New York," and thereby clothed their ideas of the Hudson river with new garments. Little effort was necessary to keep up an interest with Irving, and rhetorical days lost nearly or quite all their accustomed dread.

Our second year began with Longfellow, and all parties entered upon the study with renewed ardor. Materials for declamatior

and readings were found in great abundance, and our assembling in the hall never lacked candidates for public appearance. I would say here that these "publics" were simply the holding of the school for from ten minutes to half an hour, when we came together for devotions, on the days for rhetorical exercises. We here introduced another feature. Longfellow has written much ballad poetry, and it was possible to find a new selection for singing on every occasion. If I mistake not, the school had grown greatly to enjoy these exercises of song, speaking, and reading. There was no attempt at elocutionary display; but each one tried to render intelligible to all the words of the "Great Singer." The final day of our study of Longfellow came, and, in the twenty minutes of time given to the school for recitation of sentiments from his writings, more than fifty pupils arose in their places and repeated some verse or stanza that to them had seemed especially beautiful.

For the second half of the year we read Hawthorne. "Twice-Told Tales" was the book selected, and of this Houghton, Mifflin & Co. prepared a special edition for us. As with Irving, so here the pupils read their own book, and as many more as they had time to peruse. Again Mr. Green came to our help, and sent to the school several copies each of the "Marble Faun," "Mosses from an Old Manse," and "House of the Seven Gables," which were in active circulation. The Public Library and the Antiquarian Hall were ransacked to find additional matter concerning the Quakers, the Province House, and the early Colonial Government, and scarcely a week passed when some pupil was not designated to read an essay in public, said essay having for its theme some incident or allusion to the works of Hawthorne. These essays, thus prepared and read, in many instances were the ones taken for presentation at graduation. It is now understood in the school that no new essay will be allowed at graduation; but each pupil selected to appear will read some one of those prepared during the third and fourth year in the course.

This year we have begun Whittier in the same way as with Bryant and Longfellow, and already verses of Whittier set to music have been brought to me for use in our hall. In February we shall begin the study of Holmes. Houghton, Mifflin & Co. are now preparing special books, made up of selections from Holmes's prose and verse.

To obviate the troubles arising from these exercises coming on the same day of the week, thus giving some shirks an opportunity, we have them come the first two hours of Tuesday one week, of Wednesday the week following, and of Thursday the third week. Then we omit a week and return to Tuesday again. This course we have followed for more than two years, and with the most satisfactory results. Our programme for the fourth and final year of the course will include Lowell as the poet, and Bayard Taylor's "Home and Abroad" will furnish the prose. Thus during the four years, the pupil will have become familiar with eight authors, any one of whom he would do well to emulate.

"Why not take Tennyson, Goldsmith, and other writers from English shores?" some will say. It is desirable to familiarize ourselves with that immediately about us, and a taste formed on the authors named will not pause with them, but will press on till the whole range of English literature is enjoyed. To many all study is irksome, and school, at the best, is but a dreary place. For such our course was not designed, but it does please the real student, and the shirk gets some good in spite of himself. So certain am I of the success of the plan just unfolded, that under no circumstances would I be willing to return to the old guerrilla ways. Now we are a united force, similarly armed and equipped, ready to do such service as may be demanded of us.

PRIMARY WORK.

The senior class of the Normal University took their first lesson in Illustrative Teaching, on Tuesday of the second week of the term. The lesson was given before the class, by the President, using for the purpose a class of children in the second year's work of the primary school. The children had never given any previous attention to the matter to be brought before them.

Before the children were called, the President told the class that the purpose of his

work would be to lead the little people through *perception* to such *conceptions* as they would need in classifying words. The following account of the lesson was written by one of the members of the senior class:

A class of seven, ranging from six to eight years of age, were brought up from the Primary Department, and arranged around his desk in the recitation room. The President secured their attention by telling them to watch him closely and pay no attention to anyone else, as he was going to do something presently, and he wanted them to tell him what he did. He then took a book, and placing it on the table asked who could tell him something about the book. Several little hands were up, and several answers given, such as, "The book is small," and "The book is closed."

But the sentence he wanted was not given until a little boy, by thinking a moment, said, "The book is on the table." "That's it," said Mr. Hewett, "now all say that." He then put the book under the table, and this time all were eager to make the statement about the book, and they answered almost in chorus, "The book is under the table." In a similar manner they were led to use the words, *near*, *towards*, *from*, *by*, and *over*, in sentences telling something about the book.

"Now," said Mr. Hewett, "I am going to ask you a hard question. I don't know whether you can answer it or not, but you may try: What word shows the *relation* between the table and the book?" All were puzzled. "Where is the book now?" said Mr. Hewett, placing it on the table. The answer came as before, "The book is on the table." "And now?" "The book is under the table?" "And now?" "The book is over the table." "And now?" "The book is near the table." Mr. Hewett repeated their answers after them, giving a slight emphasis to the relation words.

After having them repeat, again, all their answers describing the book in its different positions, Mr. Hewett placed the book on the table and repeated his first question, and the answer came as before, "The book is on the table." "Well then," said he, "What word shows the relation between the table and the book?" This time one little boy said, "The word *on* shows the relation." They then readily gave the relation words in the other sentences.

But to get them to use the word *into* was the difficult problem. The book was placed in a box, and the question, "What did I do with the book?" asked. "You put the book in the box," said one little girl. "That isn't the way I want you to say it," said Mr. Hewett. "What did you do when you came to the door? All tell me." "We came through the door," was the answer. "Where are you now?" "In the room." "Where is the book?" "In the box." "Where did I put the book?" All were thoughtful; finally one little girl ventured the answer, "You put the book into the box." The class was then dismissed, after all had repeated this last answer.

The exercise was interesting and instructive throughout to those who understood the art of teaching sufficiently to see the pedagogical principles involved.

Whenever the relation word was discovered, it was spelled by the class, and then written on the board. The method was purely inductive. No words were told them, but they were led to think out the proper form for themselves.

LESSONS IN ASTRONOMICAL GEOGRAPHY.*

BY E. C. HEWETT.

I.

This awkward title is the best I can think of; I mean by it, lessons on the shape, size, and motions of the Earth, and on some of the common phenomena that result from these, and from the relation of the Earth to the heavenly bodies. I propose a series of several articles, in which I shall make no attempt to draw the lessons out at full length, as in the books on object teaching; but I will indicate the points to be presented in what is, in my opinion, a somewhat logical order; I will present carefully prepared definitions; and I will make such suggestions as may be helpful to young teachers who are really in earnest to make their students in geography *master* this rather difficult part of the subject. I have reason to know that, on this subject, there is

*These lessons appeared in *The Chicago Schoolmaster* about fourteen years ago. They will be republished in full in THE JOURNAL.—EDITORS.

no little lack of exact knowledge with many of our teachers themselves; and I am sure that most of our text-books treat it in a very unsatisfactory manner. Questions like the following, given at the examinations of teachers, often elicit very crude, and sometimes ridiculous, answers: "Why are the tropics 23½° from the Equator?" "Why does the sun shine into a north window on a summer morning?" "Why will not a good clock run with the sun?" "Where does the day begin?" "Why do ships sail on the circumference of a great circle?"

I shall say but very little about apparatus. In my opinion, orreries, tellurians, and all the other expensive gimcracks, that are so often relied upon to give a knowledge of these things, are not only useless, but are often hindrances instead of helps. It frequently requires as much effort, and as great a use of the imagination, to understand the machine, as to master the truths the machine is intended to illustrate. In any case, the pupil must at last acquire the true ideas, if at all, by a proper and judicious use of the imaginative faculty; and he may as well be taught to use his imagination properly at the first. If the lessons are carefully arranged, and the teacher's words well chosen, there is nothing in the main features of the subject that may not be brought to the comprehension of pupils who are not very old; for certainly no one who is familiar with the sports of children, will deny that the imagination is among the most active of their faculties; and no mental power, not even reason itself, can be made more useful.

It is necessary, at the outset, that the pupil be made familiar with certain geometrical ideas, and be put in possession of exact words to express them. Begin by showing the class a box or a small piece from the end of a stick of timber; get them to notice and name its three dimensions—length, breadth, and thickness. Then, as you stand before your class, let them, in imagination, separate off a portion of the space before you; give it definite length, breadth, and thickness; as three feet long, two feet wide, and one foot thick; now help them to think of that space as emptied, even of the air; its length, breadth, and thickness remain the same. Now give them the word *solid*. Now call their attention to one side of the block, then to one side of the space; lead them to think of the bounding side alone, divesting it of all thought of thickness, but conceiving only of the length and width. Now give the word *surface*. In the same way, call their attention to one of the edges of the surface, allowing the mind to dwell on the length only. Next give the word *line*. Then direct attention to the points where the line is terminated. Use the word *point* to signify just the limit of the line, but as indicating no part of it. When, by sufficient illustration, these ideas are familiar, then put the definitions in sharp, clear language.

A *solid* is anything that has length, breadth, and thickness. A *surface* has length and breadth only. A *line* has length or direction, but no breadth or thickness. A *point* has position but no size. A solid is bounded by surfaces. A surface is bounded by lines. A line is determined by points. A solid may be empty space, or space filled with any matter whatever.

Show them now the three kinds of lines; such as never change their direction; such as frequently change their direction; and such as constantly change their direction. Illustrate by marks on the blackboard. A *straight* line never changes its direction. A *broken* line changes its direction at points a greater or less distance from each other. A *curved* line constantly changes its direction. A straight line is the shortest distance between two points. A broken line is composed of two or more straight lines. A curved line may return into itself.

Illustrate these definitions in a variety of ways, and have the class illustrate them. Train the pupils to picture in the mind, unaided by any representation, a solid, a surface, a line of any kind, as you pronounce the respective word. Show the peculiarity of a surface in which any two points being taken, the straight line joining those points will lie wholly in that surface.

Illustrate by applying the edge of a ruler to a book cover, or a planed board, as the carpenter tests the accuracy of his work. Call such a surface a *plane*. Lead your class to conceive of planes stretching in vari-

ous directions, and passing through different solids. Such a plane passing through a solid is a *section* of that solid; it is the surface that would be brought to view were you really to cut a solid body in that plane; a section is not a part of the solid cut off. Help them to picture in their minds the shape of sections, made by placing a plane through various given solids.

You are now ready to teach the leading truths about a sphere and its sections. A globe will be helpful here, but a foot-ball or a common playing ball will do nearly as well. Show how a sphere may be destroyed by indenting its surface, or by causing other parts to protrude. Help them to pass planes through the sphere in different directions, making sections. If one or two lines are drawn around the sphere, it will help in this matter. Show the lines, and let the class think of the surfaces passing through the sphere, bounded by these lines. Put the sphere out of sight, and let them think of those surfaces. Imagine a sphere, and then imagine it to be cut by sections. Now give your definitions.

A *sphere* is a solid bounded by a surface, all whose points are equally distant from a point within. This point is the *center*.

A *circle* is a plane bounded by a curve, all whose points are equally distant from a point within. The bounding curve is the *circumference* of the circle.

A straight line passing through the center of a circle and bounded by its circumference, is its *diameter*. Half a diameter, between the center and circumference, is the *radius* of the circle. Every circumference is divided into three hundred and sixty equal parts, called *degrees*.

Every section of a sphere made by a plane is a circle. Such circles as pass through the center of a sphere, are *great* circles of that sphere; all great circles of the same sphere are *equal*.

All circles of a sphere not passing through its center, are *small* circles of that sphere; the further they are from the center the smaller they are.

The small circle whose circumference is sixty degrees from that of a great circle, has a circumference just half as long as that of the great circle. Any part of a circumference is called an *arc*.

Circles pass through spheres, not around them. All degrees are equal as arcs, but not as lines; because every degree has the same amount of curvature. The longer the line to make any degree, the greater the circumference of which it is a part.

A word of caution may be appropriate. Of course, I am not suggesting these lessons as the first in the study of geography; they require some maturity of mind and some previous training. The simple truth is, that this department of geography ought never to be put first; and the fact that it is thus put, is one of the gravest objections to many of our so-called primary geographies. Whenever this department of the study is properly taken up, I know of no better way of beginning it than that which I have already suggested. If the lessons already indicated are mastered, the purely geometrical part of the work is done; and we may now proceed to apply our knowledge to the earth.

First of all, the pupil should now be trained to conceive of the earth on which he treads, as a sphere, swinging, unsupported, in space, and surrounded on all sides by sky and stars. This will be more or less difficult, according to the degree of power and culture belonging to the pupil's imagination. It seems to me that it will not be very difficult, if you can lead your pupil to a just conception of the terms *up* and *down*. By a sufficient number of illustrations and examples, lead him to say, and to understand, that *down* is in the direction of the Earth's center, and *up* is in the direction away from the Earth's center. He will then see the absurdity of the idea that bodies on the opposite side of the Earth from himself have a tendency to fall off, for they are no more ready to fall up towards the sky on that side than on this side.

A magnetic globe may be useful in treating this matter; and yet the objects on the lower side of the globe hang down with respect to the Earth, however correct their position may be in respect to the globe. This may cause you trouble; and, if you can get the unaided imagination to stretch away and think of the Earth itself, that is better.

THEY WILL REACH FORWARD.

BY A. C. BUTLER, BEARDSTOWN, ILL.

On the editorial page of the October JOURNAL occurs this statement: "Whether or not one shall perform all the possible operations with two before three shall be permitted to appear above the horizon, is a question that each must settle for himself."

Every primary teacher, and every teacher whose business is to inspect primary work, has observed that when children are allowed to do inventive work they always *reach beyond*. To illustrate, suppose five has been mastered, or, as stated in THE JOURNAL, put through all its paces. One of these paces would certainly be 5—3 or 5—2. In the fullness of time a new cardinal (six) is allowed to "appear above the horizon." When the proper stage in working six is reached, the children are told to find and express—write down or state orally—all they can think of that will make six. Of course, every nook and corner is searched for sixes. Among the statements will appear several, as 7—1=6; 8—2=6. I have known seven-year-olds to reach forward to twenty in this way, while presumably studying the number eleven.

The fact is, that while the central orb is six, seven is not in the dark. It is in the twilight at least, and nature says "behold it." The child of quick perception says, while laying down the sticks or buttons, "How much is one more than six?" Certainly the teacher, an ambitious disciple of a certain method, may show the children the horrid crime of saying *seven* before *six* has been put through, but nature revolts. I know some excellent teachers who have tested thoroughly the one-cardinal-at a-time method, and who, while finding much of merit in it, would not dare to "shut the door against the obtrusive cardinal" when he knocks for admission.

The result of my observation is that if the first year of school life is to be devoted to *ten* and his subordinates, no better method can be found than that of first going over the entire field of ten or twelve, fixing the names for each successive group of objects, and learning to make the figures which represent them. It is just what the children will do if started in that direction and left, or led, to teach themselves.

Absolute perfection in the operations of any number is impossible while its successor is kept entirely in the dark, if, indeed, perfection in the first ten cardinals is possible in a first-year pupil. All the possible combinations of five or ten are made more luminous by the light of twenty.

GEOGRAPHY.

BY H. M'CORMICK.

You will find it profitable to take a few minutes of the recitation hour each day in assigning the lesson for the day following. Do not let the shortness of the recitation period keep you from doing this, and lead you, instead, to write a list of names on the blackboard for the children to copy.

The time here commended will enable you to save time by diminishing the number of classes. Two classes in geography are all that are necessary in any school—one in Elementary work, the other in Advanced work. Uniformity of text-books is not essential to the well-being or happiness of either, unless the teacher is too shiftless to learn his lesson; and if he is, uniformity of text-books will avail but little. The teacher is more than the book—or should be.

Let each member of the class have his book open at the proper page, and find each place on the map as you mention its name. It is hoped that you have pride enough to *compel* you to know the lesson before assigning it to your pupils. Do not be under the necessity of referring to the book, or of reading the names from your note book, which is worse. If you assign a place that does not happen to be shown on some of the maps in use, be ready to step to the blackboard, and, with the chalk, show the position of the place with reference to some place that can be found.

Do not excuse yourself from doing this work by saying you have no talent for drawing, or no "knack" in sketching. *It is not so much a question of talent as it is of willingness to work.* If you practice intelligently and industriously, you will soon learn to sketch creditably.

—*Practical Work in Geography.*

BOOK TABLE.

A BRIEF HISTORY OF THE UNITED STATES. A. S. Barnes & Co., New York and Chicago.

This book strikes one very pleasantly at first sight. The bright, handsome binding, the clear type, the exquisite illustrations, the numerous maps, the rich, double-page colored chart of the various flags that have been the country's emblems,—all of these make the book appear very unlike the ordinary text-book.

The engravings merit more than this passing mention. They teach history. This is especially true of the series on page 11, showing remains of early inhabitants; of the Indian scene, on page 13; of the beautiful frontispiece; of the Puritans Going to Church, page 55; of a Scold Gagged, page 92; of a New England Kitchen Scene, page 94. The series on page 185, Homes of Eminent Americans, is a happy thought. The portraits seem exceptionally good, while the battle scenes appear to be very superior to the ordinary attempts in that direction. Any teacher who fails to utilize these features of the book falls far short of his duty.

But the engravings are by no means the most striking feature. It is the most thoroughly equipped text-book in other particulars that we have ever seen.

The following are some of the points of excellence:

1. Topical paragraph headings.
2. Blackboard analyses of chapters.
3. Copious foot-notes in explanation of the text.
4. Lists of contemporary European sovereigns.
5. Chronological summaries.
6. References for reading.
7. Full and interesting biographies.
8. Entertaining anecdotes of historical interest.
9. Pronunciation of names.
10. Chapters on sea-life, colonial civilization, rural life in early times, later civilization, etc.
11. An appendix containing questions for class use, historical recreations, the Declaration, the Constitution, table of presidents, and an admirable index.

But the crucial test of a history must be made upon the text. Is there a proper balancing of epochs, a just estimate of the relative importance of events, an appropriate subordination of the trivial,—is there vividness of style, honesty of treatment, a historical view?

These questions cannot be fully answered by the reviewer; the use in the class room is essential to a proper estimate of the success attained in these directions. We, from the examination made, the book seems to maintain its high character in these particulars. The style is crisp and vivid, and the matter is handled in such a way as to make it exceedingly entertaining even to children who have not reached the grades where the study of history is introduced.

ELEMENTARY ARITHMETIC FOR PRIMARY AND INTERMEDIATE GRADES, ORAL AND WRITTEN, by Charles L. Howard. Potter, Ainsworth & Co., New York, Boston, and Chicago.

For anybody interested in the teaching of number, this little book is worthy of the most careful attention and study. The author was for several years principal of the Shelbyville Public schools. For the past five or six years he was principal of the Madison schools in St. Louis. While in these two schools Mr. Howard won for himself a fine reputation. He placed the Madison at the head of the St. Louis schools, and he was undoubtedly the strongest man on the roll of principals.

Whatever Mr. Howard has presented in his book is the product of the school room as he has worked it out, and for that reason is entitled to the respect and confidence of teachers. It too often happens that the makers of text-books know little about the children to be instructed.

Before placing the book in the hands of children they are supposed to have received oral instruction in number for from one to one and a half years. "The first step is to teach the numbers from *one* to *ten* with their names and the figures representing them—that is, to *count ten.*" This counting, however, is to be done by means of objects, and the child is to understand the formation of each number from the preceding.

"After the children have counted *five* with a variety of objects, teach the *figure* and the *word* representing the number, and have the children write them on their slates and the blackboard."

Second, The composition of numbers to ten. When children are able to count readily the numbers to *ten*, teach the several facts of composition of each of the numbers."

Third, The numbers from ten to twenty. Each number is to be taught as made up of *ten* and *so many* more.

Fourth, The decades are to be taught as so many tens.

Fifth, The intermediate numbers are to be taught as *so many* tens and *so many* ones.

Sixth, *Exercises* in counting. As backwards by ones with objects. Counting by twos, by threes, etc.

I understand the work thus far indicated is what Mr. Howard would have taught before using the book. He recommends Grube and Warren Colburn to teachers, but his own idea is certainly widely different from the former.

The succeeding fifty pages of the book take up the numbers from two to twelve inclusive. The author says several times very emphatically that the work is *to be taught* and not assigned as a book lesson to be learned.

The number *two* occupies six pages. The same space is given to each number including *nine*. The exhaustiveness of the treatment of each number can be understood only by examining the book. It is supposed that about three years will cover the work in Part I.

In Part II. the "ground rules" are treated more fully. There are some definitions not to be committed to memory, but for the sake of "acquiring the use of terms." How all the work indicated in Part I. has been taught and the "uses of terms" not acquired, we are not informed. The definitions are almost without exception excellent. Then follows the troublesome subject of fractions, and in this subject the teacher will find little help other than can be found in any other arithmetic. One can but wish that Mr. Howard had thrown as much individuality into the treatment of this subject as he did into Part I. of his book. A few pages given to each of U. S. money, decimals, and denominate numbers, complete the book.

One of the most noticeable features is the vast number of examples and problems which will materially relieve the teacher, as the necessity for placing lessons upon the blackboard will be done away with; so also the trying of the children's eyes in reading these blackboard lessons.

ILLINOIS SCHOOL JOURNAL

A MONTHLY EDUCATIONAL MAGAZINE.

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JOHN W. COOK AND R. R. REEDER,
EDITORS and PROPRIETORS.

NORMAL, ILL., NOVEMBER, 1885.

Entered as second-class matter in the postoffice in Normal, Ill., for transmission through the mails.

The Executive Committee of the State Teachers' Association deserves no little praise for being so prompt with the programme. They are a month ahead of their predecessors.

We have made arrangements by which we shall be supplied with educational notes from Chicago hereafter. We regret our inability to begin their publication this month, but the Directory has necessarily crowded other news out.

We commence in this number the republication of Dr. Hewett's articles on Astronomical Geography, which were published in the old *Illinois Schoolmaster* some fifteen years ago. There have been so many calls for them that we have concluded to re-print them.

Our correspondents will bear with us this month for omitting the plentiful supply of news sent, and presenting in its stead the Annual Directory of Superintendents and Principals.

We hope that the publication of these twelve hundred names may do something toward making the leading school people of the State somewhat better acquainted.

The article on Illustrative work, in this number, needs a brief explanation.

Four days in each week the members of the senior class of the Normal School, at Normal, observe or conduct exercises with children, for the purpose of illustrating some topic connected with their professional study. The article referred to describes one of these exercises, in which the class were observers.

The article, in this number, on Teaching English Literature, is contained in a pamphlet published by Houghton, Mifflin & Co., of Boston,

Two or three additional articles are contained in the same pamphlet, and the publishers inform us that they have a few copies left which they will send gratuitously to such as will send for them.

The Teachers' Institute and *The Practical Teacher* have united and are to be published under their combined name, by E. L. Kellogg & Co., of New York.

The Teacher, under Colonel Parker's editorial management, has been one of the most helpful educational papers that we have seen. It has been radical at all times, never dull and always full of suggestive articles. Colonel Parker retains the editorial charge, and we can heartily recommend it to teachers who are not afraid of being shaken up.

Some of the County Superintendents of the State have supplied themselves with blanks upon which they make reports to school directors whenever they visit a school. The following are some of the points touched upon:

(*a*) The house and grounds; (*b*) the apparatus; (*c*) of the examinations; (*d*) of the records; (*e*) the character of the instruction; (*f*) the discipline of the school; (*g*) the grading of the school; (*h*) the standing of the school as compared with others; in fact, anything pertaining to the best interests of the school. There can be no doubt of the value of such a report. Teachers will be stimulated to do their best by the certainty of such supervision, and directors will have their attention drawn to the good and bad in their schools in such a way as to make an impression upon them.

The large list of subscribers to the *Practical Teacher*, upwards of 10,000, added to the 30,000 of the *Teachers' Institute*, represent an important part of the teaching force of the country. It is a magnificent host, whose influence cannot be silenced.—*N. Y. School Journal.*

In his editorial announcing the transfer of *The Practical Teacher* from Chicago to N

York, Colonel Parker alludes to his six thousand *readers*, and we have good reason to suppose that the Colonel would not have been obliged to make more than the ordinary "discount to the trade" if he had substituted *subscribers* for *readers*.

But TEN THOUSAND! and UPWARDS!! and *subscribers*, too.

The *N. Y. Journal* says a good thing editorially once in a while. In the issue of October 17, it pertinently asks, "What is the use of so much educational lying?" or words to that effect. We give it up. The sublimity of the above leaves us breathless.

There is no occupation that demands such an exhaustive drain upon one's mental and moral energy as that of the teacher. His work is chiefly inspiration,—a breathing in of soul and spirit. The labor in the school-room is, or ought to be, intense while it lasts. There is no time, no opportunity, no place for relaxation; no office sofa, no reclining chair, no camphor bottle. All is unrelenting activity, and the constant out-pouring of vital energy. Not gush, not blind, headlong, zeal, not noisy, physical exertion, not garrulity, but the ceaseless and forcible play of personal magnetism; the continual expenditure of well-directed mental and spiritual energy. The drain is no less real, though unseen, than that of an actual blood transfusion.

But few teachers experience such an exhaustive draught upon their vitality as we have above described. This is an age of educational machinery, of elaborate systems, of endless methods (new methods), in all of which the teacher's personality, time, and interests are chiefly absorbed. A good school is not the man or woman who makes it, but the machine that runs it. The scramble for methods, so common among teachers, is constantly increasing mechanical work in the school-room. There is less of individual application to each pupil and consequently less of that strong personal influence on the part of the teacher, which ought to be the chief source of his power. Herein we suffer a great loss for a little gain. The great improvement in methods of instruction has done much to facilitate the progress of pupils in the different branches of school work, while at the same time it has developed a class of crammers where we ought to have character builders.

The incidental work of the school, the acquisition of knowledge, has been made its chief and only work. It is ours to deal not only with the bodies,—the hands, feet, ears, eyes, etc., but with the spiritual embryos concealed within these outer cloaks. The undeveloped character is before us, and the great question is how to direct, to unfold, to incite, to appeal to;—how to foster the growth of this most precious of all things. "What doth it profit a man if he gain the whole world and lose his own soul?" Scholarship is at a premium. There is not a school in the land but can show pupils of excellent scholarship with little strength of moral character.

Even in our best schools the moral atmosphere is greatly attenuated. There is not a high school or college whose students may be left to themselves with perfect confidence as to their industry and integrity. Occasionally a school may be found in which the high moral influence of a strong man or woman pervades the social and intellectual life of its pupils to such an extent that duty and decorum, love of truth, and faithfulness prevail. But it is the personal influence of the teachers with individual pupils that has wrought such excellent work. We may teach classes in arithmetic, geography, grammar, etc, but he who would plant and build character must teach individuals. The limit or extent of the teacher's personal influence is the measure of his moral force. The teacher who must study his subject matter so much that he can give no time to the study of the different characters he is forming, would better be a student in some normal school.

We want strength, more strength. We want the very freshness and vigor of the highest type of moral and social character. This is not the business for imbeciles and cripples. We want teaching with vitality enough and to spare. He who cannot thrill his pupils by the energy of his soul, who cannot inspire them with high purposes and noble aims, with a love for the true and beautiful, has not "received a call" to teach.

THE READING CIRCLE.

HISTORY.—THIRD MONTH.

(Barnes' General History, pp. 73-108.)

FIRST WEEK.

The splendid maritime achievements of the Phœnicians—the pathfinders of the ancient world—are subjects of peculiar interest to the student. The voyages of these primitive navigators should be carefully traced upon a map or globe. 1. The influence of their commerce upon the world, in distributing the arts, sciences, and customs of many nations, with their material products, abroad over the earth. 2. The influence of this commerce upon public spirit at home. 3. Carthage; her rise and fall; date of the former; (Virgil's account of Queen Dido, in the Æneid, is a gross but unpardonable anachronism.) 4. From what regions did the Phœnicians acquire, and to what regions did they carry art and culture? from whom was the first alphabet derived? 5. Native arts, astronomy, mining, pottery, dyeing. 6. Religion; Baal, or Bel-Moloch; Astarte, or Ashtoreth; the influence of the Phœnician queen upon the kingdom of Israel (I Kings, xvi.)

SECOND WEEK.

The Jews. 1. Origin of the Jews; the sojourn in Egypt; the return to Palestine. 2. The Exodus; the date compared with that of the discovery of America. 3. The conquest of Canaan, as related in the book of Joshua. 4. The Jews under the Judges. (See the Book of Judges.) 5. King Saul. 6. King David; the new capital; the Psalms. 7. King Solomon; the great temple; the Proverbs, Canticles, and the Preacher. 8. The division; Israel and her captivity; Judah and her captivity. 9. The restoration of Judah. 10. Civilization; the Jewish commonwealth; character of the Mosaic laws; mitigations of Oriental cruelty.

NOTE.—Jerusalem consisted of three parts: 1. The old town of Salem (Gen. xiv, 18). 2. The hill to the south, wrested from the Jebusites by David (II Samuel, v), called by him Mt. Zion, and built up with splendor for the new capital. 3. Mt. Moriah, the hill to the eastward, added by Solomon as the site of his new temple (I Kings, vi). The old capital was Hebron, where Abraham was buried.

THIRD WEEK.

The third of the five great empires—the Persian. 1. Romantic story of Cyrus. 2. The fulfillment of prophecy in his career. 3. Cambyses and Egypt. 4. Darius I. and the satraps; Susa, the Shushan of Scripture (Esther I., 2). 5. Oriental despotism; Oriental etiquette. 6. Persian literature; the Zend-Avesta. 7. Why the Greeks considered the Persians "barbarians," in spite of their luxuries; what elements of true civilization were wanting? 8. Peculiarities of Persian art. 9. Persian religions; the Magi. 10. Oriental status of women. 11. Persian army.

(Perhaps the most entertaining portion of the history remains to be told, in connection with that of Greece. These accounts of Persian warfare will be of interest hereafter.)

FOURTH WEEK.

The Hindoos. 1. Their relation to us, as Aryans of a common parentage; physical differences resulting from the long separation; other differences; the time of the migration; reunion of the sundered branches in British India. 2. The system of caste; have we lost it, or have they acquired it, since the separation? 3. The Sanskrit; its literature, extent, and quality; the Rig Veda. 4. The ancient religion of Brahminism. 5. Buddha, or Gautama, the great reformer; driven from India, his religion takes root in other lands, and in China is degraded into a disgusting superstition; the character of Gautama.

NOTE.—It will be observed that the two great founders of religions other than the Christian, were nearly equally distant in time from the Saviour: Buddha was born over five centuries B. C., and Mahomet was born about 570 A. D.

SUNDAY READING. SUGGESTIVE.

First Sunday.—I Kings, xviii; Ezek., xxvi-xxviii.

Second Sunday.—Selections from Exodus, Joshua, Samuel, and Kings.

Third Sunday.—Isaiah xlv, 1-4 (a prophesy written more than a century before Cyrus was born).

Fourth Sunday.—Arnold's "Light of Asia." (This is published in cheap form, and is worth perusal.)

QUESTIONS AND ANSWERS.

1. *Q.* In the "Circle" do you permit any freedom in the use of text-books, or is it necessary to follow strictly the books prescribed? In other words is it the object of the Directors to define the *books* or the *branches?*

A. The Board of Directors considered very carefully *what books* to recommend to the teachers. We do not expect that these courses will be studied with the same care and thoroughness as in a good school. We do hope that teachers will read carefully and thoughtfully the books suggested, and that in so doing they will gain general and professional knowledge. If a teacher prefer to read similar books, of course we will find no fault with his judgment, in fact, we will wish him abundant success, but we cannot say that he is reading the courses of the Illinois Teachers' Reading Circle.

2. *Q.* Are the two courses distinct, or is the "Elementary" necessary to the "Advanced"? If not, what is to be done in case there is a division in the "Circle" (local), as there is likely to be here in the choice of courses?

A. Persons are at perfect liberty to pursue either or both of the courses. They may take the Advanced first and the Elementary later, in a word, they may carry out "their own sweet will" in this matter. When a circle is divided in opinion I would think it best that two circles be formed, provided that each one shall have at least two members!

3. *Q.* Are members allowed to read half the course? or rather, if persons desire to read half the course can they be considered members? Other regulations to be carried out of course.

A. Since it is the great object of the Circle to secure from its members the reading of certain books, I can see no reason why a teacher who cannot read all should be prevented from doing as much as is possible.

E. A. GASTMAN, Manager.

Frank Hall, of Sugar Grove, says, "We are just organizing our Reading Circle. I feel very enthusiasti over it. It is a grand good move. We *will* have large circle here."

DIRECTORY OF SCHOOL SUPERINTENDENTS AND PRINCIPALS OF ILLINOIS.

City or Village.	Supt. or Prin.	Assistants.
Abingdon, Knox, North	Victor E. Bender	4
Abingdon, Knox, South	J. C. Miller	3
Adair, McDonough	Minnie Russell	1
Adams, Adams	F. H. Lummis	1
Adeline, Ogle	H. P. White	1
Albany, Whiteside	D. F. Shirk	3
Albion, Edwards	John Marten	5
Aledo, Mercer	Alex. Stephens	9
Alexander, Morgan	J. G. Patterson	1
Alexis, Warren	J. S. Cannon	3
Alhambra, Madison	J. Y. Pearce	1
Algonquin, McHenry	— Ransford	1
Allendale, Wabash	A. M. Booher	1
Alma, Marion	M. C. Stonecipher	1
Alma, St. Clair, P. O. Ridge Prairie, Loren Gively		
Alsey, Scott	C. M. Thompson	1
Altamont, Effingham	I. A. Smothers	2
Alton, Madison	R. A. Haight	27
Alton, Upper, Madison	Geo. W. Powell	6
Alton, North, Madison	A. C. Williams	2
Altona, Knox	S. R. Lemon	3
Alto Pass, Union	Emerson L. Beans	1
Alvin, Vermilion	H. McElroy	1
Amboy, Lee	Harry M. Moore	11
Ancona, Livingston	R. S. Jacobs	1
Anna, Union	Dan. B. Fager	4
Annawan, Henry	Frank G. Smith	2
Apple River, Jo Daviess	C. D. Stillwell	2
Arcola, Douglas	T. C. Clendenen	9
Arenzville, Cass	John D. Pace	1
Argenta, Macon	Geo. Chenoweth	1
Arlington, Bureau	W. H. Hill	2
Arlington Heights, Cook	B. F. Bullard	3
Arrowsmith, McLean	Fred. H. Lormor	1
Arthur, Moultrie	C. H. Renfrew	1
Ashkum, Iroquois	W. D. Benjamin	1
Ashland, Cass	Samuel B. Roach	3
Ashley, Washington	A. H. Carter	5
Ashmore, Coles	H. S. Lemmon	1
Ashton, Lee	C. F. Diehl	3
Assumption, Christian	Enoch Fritter	4
Astoria, Fulton	U. B. Kennedy	7
Athens, Menard	J. W. Briggs	3
Atkinson, Henry	Alonzo Luse	3
Atlanta, Logan	O. Brinkerhoff	8
Atwood, Piatt	John A. Smith	3
Auburn, Cook	A. B. Coombs	
Auburn, Sangamon	T. J. Loar	4
Augusta, Hancock	Harry Lyne	5
Aurora, Kane		
East Aurora	I. N. Prentiss	32
West Aurora	J. H. Freeman	14
Austin, Cook	Warren Wilkie	7
Ava, Jackson	LaFayette Hunter	1
Aviston, Clinton	Henry Gramann	1
Avon, Fulton	Geo. W. Price	3
Avondale, Cook	J. H. Stehman	3
Baders, Schuyler.	Geo. C. Woods	2
Baldwin, Randolph	S. G. Holcomb	1
Bardolph, McDonough	C Head	2
Barrington Station, Cook	C. J. Dodge	3
Barry, Pike	W. R. Hatfield	8
Bartonville, Peoria	Joanna Wallace	1
Basco, Hancock	D. L. Mourning	1
Batavia, Kane, East	D. B. Haven	5
" " West	O. T. Snow	5
Batchtown, Calhoun	J. F. Tribble	1
Bath, Mason	W. H. Berry	2
Baylis, Pike	S. D. McIntyre	1
Beardstown, Cass	A. C. Butler	12
Beaver Creek, Bond	Guilford Warren	1
Beecher, Will	B. E. Kornmeyer	
Beecher City, Effingham	Charles D. Shumard	1
Belknap, Johnson	Douglas Martin	1
Bellefiower, McLean	M. V. Zimmerman	1
Belleville, St. Clair	Emil Dapprich	
Washington School	A. M. Wolleson	9
Bunsen School	D. S. Elliott	7
Franklin School	H. J. Klein	16
Lincoln School	Miss Bena Grossart	3
Humboldt School	George Pfuhl	11
Asylum School	Joseph L. Weiss	1
Belmont, Wabash	R. S. Mason	2
Belle River, Jefferson	— Leake	2
Belvidere, Boone, North	W. H. Wood	5
" " South	Lenore Franklin	8
Bement, Piatt	Charles W. Groves	5
Benson, Woodford	Irving Bakewell	1
Bentley, Hancock	Walter Van Zile	1
Benton, Franklin	S. B. Whittington	4
Berlin, Sangamon	James D. O'Keefe	1
Bernadotte, Fulton	Miss Alice B. Smith	1
Bethalto, Madison	Hugh T. McCrea	3
Bethany, Moultrie	C. W. Harriman	3
Biggsville, Henderson	James Derr	2
Blackberry Station, Kane	H. B. Lane	1
Blandinsville, McDonough	J. Mills	5
Bloom, Cook	W. E. Vandewater	1
Bloomington, McLean	Sarah E. Raymond	
High School	J. W. Heninger	3
School No. 1	Sallie Porter	8
School No. 2	Belle Goudy	7
" No. 3	Olive Hudson	10
" No. 4	Mary J. Gardiner	7
" No. 5	Franc Maroney	7
" No. 6	Mrs. Mec. Terry	6
Market Street School	Frances Robinson	4
Jefferson Street "	Addie P. Wertz	8
Blue Island, Cook	Bessie B. Huntington	4
" "	J. F. Dixon	8
Blue Mound, Macon	W. C. Karr	2
Blueville, Christian	S. D. Garber, P. O. Edinburg.	1
Bluffs, Scott	C. C. Hamilton	
Bondville, Champaign	Howard Wilson	1
Bone Gap, Edwards	Adda Miller	2
Bowensburg, Hancock	C. W. Thompson	3
Braceville, Grundy	A. Fleming	4
Bradford, Stark	Fred. C. Willson	2
Braidwood, Will	Alice Tinslar	14
	T. C. Kohin	7
Breese, Clinton	Henry Schmidt	
Bridgeport, Lawrence	S. O. Stoltz	2
	Mary A. Martin	1
Brighton, Macoupin	James N. Kelly	4
Brighton Park, Cook	M. M. Byrne	3
	J. W. McGinnis	2
Brimfield, Peoria	H. N. Hallock	4
Bristol, Kendall	A. D. Curran	1
Broadwell, Logan	W. B. Lloyd	1
Brocton, Edgar	J. S. Boyer	1
Brooklyn, St. Clair	Charles B. Jones	3
Brooklyn, Schuyler	James E. Blackburn	2
Broughton, Hamilton	Aaron Miller	1
Browning, Schuyler	A. H. Frame	2
Bryant, Fulton	William Miner	1
Buckingham, Kankakee	L. L. Randall	1
Buckley, Iroquois	O. S. Wylie	1
Buckley School, Cook	George D. Plant, 3933 Dearborn St., Chicago.	
Buda, Bureau	J. F. Lyon	4
Buffalo, Sangamon	H. C. Wilson	2
Bunker Hill, Macoupin	Thomas E. Moore	8
Burnside, Hancock	F. W. Martin	1
Bushnell, McDonough	John P. Yoder	10
Butler, Montgomery	J. N. Shippey	4
Byron, Ogle	S. M. Grimes	2
Cabery, Ford	O. L. Putnam	1
Cable, Mercer	J. B. McFarlane	4
Cairo, Alexander	B. F. Armitage	23
Camargo, Douglas	J. Campbell	3
Cambridge, Henry	A. G. Smith	7
Camden, Schuyler	Emma J. Campbell	2
Cameron, Warren	Miss L. Reigner	1
Camp Point, Adams	S. H. Hall	7
Canton, Fulton	William B. Hull	20
Cantrall, Sangamon	S. H. Heidles	1
Capron, Boone	J. C. Zinzer	2
Carbondale, Jackson	P. J. Davis	8
Carlinville, Macoupin	George Harrington	9
Carlyle, Clinton	Leander Messick	8
Carman, Henderson	H. W. English	1
Carmi, White, South	J. B. Kinnear	3
Carmi, White, North	John A. Ross	3
Carrollton, Greene	David Felmley	8
Carterville, Williamson	B. D. Washburn	3
Carthage, Hancock	George Selby	8
Casey, Clark	F. E. Hobart	5
Caseyville, St Clair	James S. Edwards	3
Castleton, Stark	William N. Jordan	1
Catlin, Vermilion	C. H. Gardner	1
Cave-in-Rock, Hardin	C. M. Grisham	1
Cayuga, Livingston	T. J. Boyd	1
Cedarville, Stephenson	Charles W. Franks	1
Centralia, Marion	S. G. Burdick	17
Central Park, Cook	E. E. McCarthy	7
Cerro Gordo, Piatt	W. H. Givler	3
Chambersburg, Pike	S. B. Lewis	2
Champaign, Champaign, East	P. K. McMinn	7
Champaign, Champaign, West	M. Moore	13
Chandlerville, Cass	H. N. Foltz	4
Channahon, Will	Allan Marshall	2
Chapin, Morgan	John C. Rice	1
Charleston, Coles	E. J. Hoenshel	15
Chatham, Sangamon	C. L. Cassiday	2
Chatsworth, Livingston	F. L. Calkins	5
Chauncey, Lawrence	J. F. Rosborough	1
Chebanse, Iroquois	C. R. Tombaugh	3
Chenoa, McLean	Isaac H. Yoder	5
Cherry Valley, Winnebago	De Etta Ferron	2
Chester, Randolph	G. S. Hatch	8
Chesterfield, Macoupin	George A. Scutt	2
Chicago, Cook	George Howland	
Assistant Superintendents	E. C. Delano	
	J. C. Burroughs	
North Div. High School	O. S. Westcott	9
South Div. High School	Jeremiah Slocum	13
West Div. High School	George P. Wells	18
Armour street	Laura D. Ayers	21
Brighton	Ida M. Cook	11
Brown	Andrew J. Wood	22
Burr street	Ralph J. Haase	16

City or Village.	Supt. or Prin.	Assistants.
Chicago (*Continued*)—		
Calumet avenue	Electa E. Dewey	12
Carpenter	Volney Underhill	19
Central Park	James C. Alling	10
Clark	Silas L. Wood	21
Cottage Grove	Louisa S. Curtis	23
Division and Cleaver sts.	Fannie E. Oliver	13
Dore	A. R. Robinson	23
Douglas	Orville T. Bright	19
Elizabeth street	Harriet N. Winchell	14
Emerson	Charles S. Barthoff	15
Foster	Jennie E. Gillespie	18
West 14th street	Tammie E. Flowers	15
Franklin	Albert R. Sabin	42
Garfield	Luella V. Little	22
Haven	George C. Bannan	20
Hayes	A. N. Merriman	22
Headley	Helen A. Butler	19
Holden	Charles F. Babcock	23
Hoyne, Thomas	William C. Shuman	15
Huron street	Mattie M. Ruggles	12
Irving	A. Henry Van Zwoll	18
Jackson, West	C. H. Ford	13
Jefferson	Lucia Johnston	15
Jones	Alice L. Barnard	17
Keith	E. A Barnes	14
King	Mrs. Nellie Hardick	18
Langland	Effie A. Christensen	7
LaSalle	Homer Bevans	21
Lawndale	Elvira Pennell	4
Lincoln	Frank S. Haywood	22
Lincoln street	Harriet O. Peeke	13
Longfellow	Ella Patterson	16
Marquette	Frank B. Williams	19
Montefiore	Charlotte J. Lundh	18
Mosely	Alfred Kirk	26
Motley	Maria H. Sayward	12
Newberry	C. G. Stowell	27
Oak street	Margaret Dougall	12
Oakley	Chester C. Dodge	18
Ogden	George W. Heath	20
Pearson street	Hattie M. Butterfield	12
Pickard	Henry C. Cox	17
Polk street	Carrie G. Adams	15
Raymond	Mrs. Victorine M. Havenhill	14
Scammon	Mrs. Emily M. Stevens	23
Sheldon	Edith A. Martin	10
Sheridan	Lewis J. Block	18
Skinner	Mrs. Ella F. Young	26
West 13th street	Maggie A. Curran	14
Throop	Mrs. Lillie S Hawley	22
Vedder street	Elsie H. Gould	15
Von Humboldt	Eliza Lundegreen	12
Wallace street	A. E. MacDonald	19
Walsh street	Mrs. Mary B. Rice	26
Ward	Mrs. Emily L. French	17
Washington	F. M. McKay	19
Wells	John H. Loomis	36
Wentworth avenue	Ella L. Evarts	17
Wicker Park	Will C. Dodge	12
Chillicothe, Peoria	James Kenny	4
Chrisman, Edgar	F. W. Dundas	4
Cisne, Wayne	J. F. West	1
Claremont, Richland	J. H. Dailey	1
Clay City, Clay	S. Hastings	3
Clayton, Adams	H. M. Anderson	6
Clement, Clinton	L. M. Cole	2
Cleveland, Henry	S. W. Searle	1
Clifton, Iroquois	J. N. Mercer.	1
Clinton, DeWitt	J. W. Coultas	14
Clyde, Cook	P. A. Downey	1
Coal City, Grundy	D. R. Anderson	3
Coatsburg, Adams	F. G. Ertel	2
Cobden, Union	Anderson B. Garrett	4
Colchester, McDonough	George Oakman	5
Coleta, Whiteside	George F. Woodard	1
Colfax, McLean	Mrs. Jennie L. Green	1
Collinsville, Madison	H. H. Keebler	12
Colona Station, Henry	T. A. Edson	1
Columbia, Monroe	J. R. Walker	4
Compton, Lee	Will Farrand	
Cordova, Rock Island	Harry Van Duzer	2
Cornell, Livingston	Thomas J. Rankin	2
Cornland, Logan	F. G. Seely	1
Cortland, DeKalb.	S. F. Parson	1
Coultersville, Randolph	J. W. Ashwood	4
Cowden, Shelby	T. C. Ewing	
Crawford, Cook	Hetta Norris	
Crab Orchard, Williamson	J. W. Turner	1
Creole Springs, Williamson	J. Thomas Smith	2
Creston, Ogle	A. D. Stowell	2
Crete, Will	W. H. Nevens	2
Cross Roads, Johnson	Carrie L. Ridenhower	1
Crossville, White	W. B. Rudolph	
Cuba, Fulton	Abram Neff	4
Cummins, Cook	A. O. Coddington	1
Dahlgren, Hamilton	James Hassett	2
Dakota, Stephenson	R. J. Stiver	1
Dallas City, Hancock	C. F. Crane	4
Dalton City, Moultrie	Mrs. Ellington	2
Dalton, Cook	J. M. Hupp C. D. Huxley	2 2
Danforth, Iroquois	Sarah Wright	1
Danvers, McLean	H. C. Dexter	1
Danville, Vermilion	J. W. Layne	
High School	S. Y. Gillan	2
Washington		10
Jackson	H. W. Flanegin	7
Franklin	I. O. Jones	7
Douglas	David Meade	7
Grant	Kate Tennery	3
South Danville	L. P. Norvell	4
Darwin, Clark	John O. Piety	1
Davis, Stephenson	J. Potter	3
Davis Junction, Ogle	Mrs. M. E. Lewis	1
Dawson, Sangamon	J. A. Richardson	1
Dayton, LaSalle	Jennie Crane	
Decatur, Macon	E. A. Gastman	
High School	John W. Gibson	5
First Ward	Thomas L. Evans	5
Second Ward	Edwin Philbrook	5
Third Ward	Jennie Durfee	5
Fourth Ward	Rosa A. Judson	3
Fifth Ward	John T. Bowles	3
Sixth Ward	Anna Jack	
Jones School	Mattie H. Evans	
Deerfield, Lake	L. O. Brockway	1
DeKalb, DeKalb	J. L. Curts	10
Delavan, Tazewell	John H. Tear	8
Denver, Hancock	William Griffin	1
De Pue, Bureau	F. G. Brainard	2
DeSoto, Jackson	J. W. Wood	2
Des Plaines, Cook	J. Q. Adams	2
DeWitt, DeWitt	J. H. Pulley	1
Dix, Jefferson	—— Thompson	2
Dixon, Lee, South	E. C. Webster	12
Dixon, Lee, North,	E. C. Smith	4
Dongola, Union	Joseph Gray	2
Donivan, Iroquois	A. F. Goodyear	1
Donnellson, Macoupin	Benjamin Shipley	2
Dorchester, Macoupin	Harrison Sawyer	1
Dover, Bureau	Emma Harford	1
Downer's Grove, Du Page	Miss H. F. Yakeley	4
Downs, McLean	H. H. Peasley	1
DuBois, Washington	L. Bunce	1
Dudley, Edgar	Horace Bushnell	1
Dundee, Kane	Mar. Quackenbush	5
Du Quoin, Perry	Elmer Bishop	8
Durand, Winnebago	M. M. Alden	2
Dwight, Livingston	H. D. Fisk	8
Earlville, La Salle	L. J. Quantrell	4
East Dubuque, Jo Daviess	D. Needham	5
East Lynn, Vermilion	Lee Ullery	1
Easton, Mason	C. P. Ballinger	1
East St. Louis, St. Clair		
Upper School	Charles B. Carroll	6
Clay School	John McGlynn	6
8th Street School	B. Guithuis	2
Broadway School	Charles Zittel	3
Franklin School	M. A. Sullivan	4
Douglas School	Humphrey Hartnett	6
Lincoln School	Richard Byron	1
Edgewood, Effingham	F. C. Hendee	1
Edinburg, Christian	J. H. Young	1
Edwardsville, Madison	G. F. Miner	11
Effingham, Effingham	W. H. Diets	8
Elba, Gallatin	S. W. Scott	1
El Dara, Pike	J. H. Rainwater	1
El Dorado, Saline	C. C. Cross	2
Elgin, Kane	W. S. Smith	25
Elizabeth, Jo Daviess	F. M. Richardson	2
Elizabethtown, Hardin		2
Elkhart City, Logan	H. E. Sisson	2
Elkhorn, Washington	F. M. Goodman	1
Elliott, Ford	J. W. Kenward	1
Ellisville, Fulton	V. C. Boynton	1
Elmwood, Peoria	W. I. Pringle	7
El Paso, Woodford, West	F. W. Smedley	3
El Paso, Woodford, East	David H. Chaplin	3
Elsah, Jersey	Minnie E. Lane	1
Elvaston, Hancock	J. J. Wyckoff	1
Elwood, Will	W. M. Roberts	1
Enfield, White	R. S. McCullough	3
Englewood, Cook		
High School	W. W. Carter	3
Lewis	Kate Kellogg	11
Brownell	F. B. Ormsby	4
Wabash avenue	David A. White	6
59th street	Margaret McGwin	
Normal Park	Mrs. A. M. Willard	
Equality, Gallatin	A. C. Rodgers	2
Erie, Whiteside	T. B. Stanley	2
Eureka, Woodford	Levi J. Freese	6
Evanston, Cook	George S. Baker	18
Tp. High School	H. L. Boltwood	5
Evansville, Randolph	William M. Schuwerk	
Exeter, Scott	Sallie Jermane	1
Fairbury, Livingston	A. K. Carmichael	11
Fairfield, Wayne	J. H. Kramer	7
Fairmount, Vermilion	D. G. Murray	3
Fairview, Fulton	Milton M. Cook	1
Farina, Fayette	S. L. Shermerhorn	3
Farmer City, De Witt	E. D. Bosworth	6
Farmington, Fulton	W. S. McKinney	5
Fidelity, Jersey	W. T. Roach	1
Fieldon, Jersey	R. F. Ward	1
Fisher, Champaign	P. M. Young	1
Fitzgerrell, Jefferson	Jennie Crosnoe	

City or Village.	Supt. or Prin.	Assistants.
Flanagan, Livingston	Anna Dixon	1
Flat Rock, Crawford	J. A. Maxwell	1
Flora, Clay	E. S. Howett	5
Forestville School, Cook	George W. Davis. P. O., 8¼ Thirty-eighth St., Chicago.	
Forrest, Livingston	M. F. Bovard	4
Forreston, Ogle	O. S. Davidson	6
Forsyth, Macon	C. C. Bear	
Fosterburg, Madison	W. B. Waggoner	1
Fountain Green, Hancock	John White	1
Fowler, Adams	W. E. Enlow	1
Frankfort, Franklin	Adelphia C. Hawkins	1
Frankfort, Will	Herbert Powell	2
Franklin, Morgan	W. S. Byrns	1
Franklin Grove, Lee	M. M. Morrison	3
Frederick Schuyler	D. M. Stover	2
Freeburg, St. Clair	H. J. Hanson	3
Freeport, Stephenson	Charles C. Snyder	
High Sch. and Gram. Sch.,	J. H. Hutchinson	8
First Wd. and Training Sch.,	Ella K. Briggs	6
Third Ward	Maggie Flanagan	5
River School	Miss M. L. Giles	4
Lincoln Av. School	S. A. Barnes	4
German Department	Joseph Frick	1
Fulton, Whiteside	George C. Loomis	7
Galena, Jo Daviess	O. P. Bostwick	20
Galesburg, Knox	W. L. Steele	36
Gallatin, Saline	Jay C. Hall	1
Galva, Henry	J. McClannahan	12
High School	Fred. U. White	
Garden Prairie, Boone	A. C. North	1
Gardner, Grundy	W. R. Heath	5
Geneseo, Henry	Charles Riley	15
High School	Miss Fannie Tee	
Geneva, Kane	R. A. Beebe	7
Genoa, DeKalb	George DeClark	3
Georgetown, Vermilion	O. F. Barth	4
Germantown, Vermilion	Cal. Ballard	4
Gibson City, Ford	B. F. Hull	5
Gifford, Champaign	J. E. Hallinen	1
Gillespie, Macoupin	E. A. Burwell	3
Gilman, Iroquois	E. L. Stevenson	5
Gilson, Knox	Alva Norris	1
Girard, Macoupin	T. B. Crisp	8
Gladstone, Warren	W. Reynolds	1
Glasford, Peoria	Mary Clark	1
Glasgow, Scott	Jacob Young	1
Glencoe, Cook	Robert Matheson	3
Godfrey, Madison	J. W. Wells; W. W. McKee	2 1
Golconda, Pope	Thornton R. Fraser	7
Golden, Adams	L. E. Thomas	1
Good Hope, McDonough	— Beacom	2
Grafton, Jersey	O. D. Leach	4
Grand Park, Kankakee	A J. Smith	1
Grand Tower, Jackson	S. E. DeHaven	2
Grand View, Edgar	Nelia Hite	1
Granville, Putnam	J F. Skeel	3
Grant Fork, Madison	T. L. Kennedy	1
Grape Creek, Vermilion	G. A. Gilliland	1
Grayville, White	J. D Nysewander	6
Grayville, Edwards	William M. Blackford	4
Greenfield, Green	D. O. Whitmer	6
Greenup, Cumberland	J. P. Whightsell	2
Greenville, Bond	James C. Burnes	11
Green Valley, Tazewell	Washington Wilson	1
Greenview, Menard	H. M. Steidley	4
Gridley, McLean	J. H. Sipe	1
Griggsville, Pike	J. D. Hess	0
Groveland, Tazewell	Mary Boswell	1
Hamilton, Hancock	Rev. J. A. Sanders; Albertine Huckins	3 1
Hamlet, Mercer	J. E. Likely	1
Hammond, Piatt	W. W. Larrabee	1
Hampshire, Kane	Frank DeWolf	3
Hampton, Rock Island	W. H. Conant	2
Hanover, Jo Daviess	H. F. Matchett	2
Hardin, Calhoun	W. W. Pulliam	1
Harlem, Cook	W. E. Jayne	6
Harmon, Lee	Abram Ackert	1
Harrisburg, Saline	N. B. Hodsdon	5
Harrisonville, Monroe	Miss M. E. Murray	1
Harristown, Macon	C. T. Powner	1
Harvard, McHenry	Edwin Swinney	8
Havana, Mason	W. H. Williamson	11
Havelock, Cook	Philip Treichler	2
Harvel, Christian	D. E. Gray	1
Hebron, McHenry	H. R. Baldwin	2
Hennepin, Putnam	W. D. Edmunds	3
Henry, Marshall	W. H. Kister	8
High School	Arthur Gooch	
Herscher, Kankakee	W. O. Wright	1
Heyworth, McLean	A. O. Rupp	3
Highland, Madison	Werner A. Stille	7
Highland Park, Lake	John T. Ray	5
Hillsboro, Montgomery	A. P. Allen	6
Hinckley, DeKalb	F. Lattin	2
Hindsboro, Douglas	D. L. Mumper	1
Hinsdale, DuPage	J. W. Troejer	5
Homer, Champaign	A. Leacham	5
Homewood, Cook	A. C. Egelston	1
Hoopeston, Vermilion	T. B. Bird	8
Hopedale, Tazewell	S. C. Sayer	2
Hudson, McLean	Louise Stillwell	1
Huey, Clinton	Edwin Williamson	2
Hulls, Pike	W. H. Bentley	1
Humbolt, Coles	Walter Rumley	1
Hume, Edgar	J. A. Kerrick	2
Huntley Grove, McHenry	J. A. Sheldon	2
Huntsville, Schuyler	L. J. McCreery	2
Hutsonville, Crawford	W. B. Evans	1
Hyde Park, Cook	Leslie Lewis	28
High School	W. H. Ray	2
Illinois City, Rock Island	James Lynn	2
Illiopolis, Sangamon	F. S. Traverse	3
Inclose, Edgar	A. W. Horning	1
Indianola, Vermilion	A. B. Martin	2
Industry, McDonough	M. Hall	1
Ingraham, Clay	J. W. Hastings	1
Ipava, Fulton	M. P. Rice	3
Iroquois, Iroquois	E. D. Grabil	1
Irving, Montgomery	William T. McDavid	3
Irving Park, Cook	W. A. Purington	2
High School	Chas. A. Cook	2
Iuka, Marion	W. M. Massey	1
Ivesdale, Champaign	J. V. Riggs	1
Jacksonville, Morgan	Miss Lyde Kent	35
Jefferson, Cook	Mrs. Sarah J. O'Keefe	2
Jeffersonville, Wayne	George T. Beck	2
Jerseyville, Jersey	J. Pike	11
Jewett, Cumberland	N. B. Vanderhof	1
Joliet, Will	D. H. Darling	58
High School	S. V. Robbins	3
First Grammar School	Mary O'Leary	4
Second Grammar School	Julia H. Woodruff	
Third Grammar School	Kate E. Gunn	
Fourth Grammar School	Julia E. Gaskell	
First Ward	Annie O'Reilly	8
Second Ward, Int. and Prim.	Mary Burke	3
Third Ward	Margaret Keeley	
Fourth Ward, Prim.	Mary Hasey	3
Fifth Ward	Maggie Gibbons	1
Sixth Ward	Eliza Kelley	3
Seventh Ward	Mrs. S. J. Baldwin	8
Rolling Mills	Anna Purvis	2
East Side, Int.	E. H. Palmer	
West Side, Int.	G. E. Perry	
Jonesboro, Union	M. V. Baggott	4
Joy, Mercer	D. M. Mickey	1
Kane, Greene	J. W. Dewell	1
Kankakee, Kankakee	F. N. Tracy	19
Kansas, Edgar	A. G. Murray	3
Keensburg, Wabash	W. I. Phat	1
Keithsburg Mercer	K. M. Whitham	4
Kenney, DeWitt	H. S. Mavity	2
Kensington, Cook	T. C. Hill	6
Kewanee, Henry	E. C. Rosseter	16
High School	J. Williams	
Kilbourne, Mason	J. A. Mehlhop	1
Kinderhook, Pike	W. H. Ingram	2
Kinmundy, Marion	F. A. Pruett	5
Kingston, DeKalb	J. G. Lucas	2
Kirkland, DeKalb	S. G. Mason	1
Kirkwood, Warren	I. C. Stockton	4
Knoxville, Knox	J. H. Stickney	5
Lacon, Marshall	O. R. Trowbridge	8
High School	Kate Saltsman	
La Fayette, Stark	George W. Henry	2
La Grange, Cook	A. S. Stults	4
La Harpe, Hancock	A. J. Belknap	5
Lake, Town of, Cook, Dist. No. 2.	P. O. Chicago	
Delivery	O. S Cook, Supt. Forty-third and School streets.	
High School	James Hannan, Forty-third and School streets.	3
Coleman School	Kate E. Gibbons	4
Fallon School	John Byrne	13
Farren School	J. W. May	11
43d-street Building	John McCarthy	13
Garfield School	Richard Kelley	
Graham School	William E. Watt	11
Oswald School	Patrick Chamberlaine	3
Springer School	C. F. Kimball	12
Lake Forest, Lake	M. W. Marvin	2
Lake View, Cook, Tp. H. S.	A. F. Nightingale	4
Lake View, Cook,		
Diversey-street School	Lina E. Troendle	16
Dummy-road School	Amelia Holcomb	9
Wrightwood-avenue School,	Gertrude E. Williams	
Deering School.	Mrs. M. S. Fitch	
Lamoille, Bureau	L. J. Kendall	1
Lanark, Carroll	F. T. Oldt	7
Lancaster, Wabash	C. W. Hershey	1
La Place, Piatt	George S. Morris	1
La Prairie, Adams	J. F. Riley	1
La Salle, La Salle	L. A. Thomas	20
Latham, Logan	E. B. Hart	1
Lawndale, Logan	B. S. Brown	1
Lawrenceville, Lawrence	P. J. Anderson	2
Leaf River, Ogle	George N. Maxwell	
Lebanon, St. Clair	E. S. Waggoner	7
Lee Center, Lee	C. Brehant	1
Leland, La Salle	C. R. Cross	3
Lemont, Cook	Charles Blinn	5
Lena, Stephenson	George Howell	7
Lenzburg, St. Clair	Andrew Deichman	1
Leroy, McLean	W. H. Chamberlin	6

City or Village.	Supt. or Prin.	Assistants.
Lewiston, Fulton	T. R. Wilcoxson	8
Lexington, McLean	Michael Jess	7
Liberty Adams	N. J. Hinton	1
Liberty, White	Rufus C. White	1
Libertyville, Lake	W. E. Davis	1
Lima, Adams	A. B. Califf	1
Lincoln, Logan	W. F. Bromfield	19
Lisbon, Kendall	Walter C. Belden	1
Litchfield, Montgomery	Joel N. Bowlby	13
High School	George E. Ayres	
Loami, Sangamon	John W. Jerry	2
Lockport, Will	C. O. Morse	5
Loda, Iroquois	Lyon Karr	3
Lombard, Du Page	H. I. Harter	1
Loraine, Adams	John Pratt	1
Lostant, La Salle	E. J. Phillips	3
Louisville, Clay	C. W. Mills	3
Lovington, Moultrie	J. M. Humer	5
Loxa, Coles	T. J. Lee	
Ludlow, Champaign	O. O. Martin	1
Lyndon, Whiteside	W. W. Noyes	3
Lynnville, Morgan	J. H. Sevier	1
Lyons, Cook	N. W. Barrett	1
McHenry, McHenry	J. J. Vasey	2
McLean, McLean	J. S. Wren	3
McLeansboro, Hamilton	Johnson H. Lane	5
Mackinaw, Tazewell	G. W. Warner	2
Macomb, McDonough	George Blount	12
Macon, Macon	Joseph Trenchard	4
Magnolia, Putnam	J. E. W. Morgan	2
Mahomet, Champaign	I. W. Howerth	4
Makanda, Jackson	Eli Mull	1
Malden, Bureau	E. D. Minkler	1
Malta, De Kalb	D. G. Hays	3
Manchester, Scott	R. H. Walton	2
Manito, Mason	A. R. Harbaugh	2
Mansfield, Piatt	Clara Kline	2
Manteno, Kankakee	F. G. Parsons	3
Maple Park, Kane	C. W. Linderman	1
Maplewood, Cook	J. B. Farnsworth	20
Maquon, Knox	D. G. Hopkins	2
Marengo, McHenry	C. M. Bardwell	8
Marine, Madison	William E. Lehr	4
Marion, Williamson	M. G. Kimmel	5
Marissa, St. Clair	John A. Wyllie	3
Maroa, Macon	George H. Beatty	4
Marseilles, West, La Salle	William Brady	4
Marshall, Clark	L. A. Wallace	10
Martinsville, Clark	J. W. Creekmur	4
Martin's Store, Hamilton	John C. Losater	1
Marysville Vermilion	L. H. Griffith	3
Mascoutah, St. Clair	Charles Cannady	10
Mason, Effingham	J. G. Smith	1
Mason City, Mason	W. H. Smith	9
Mattoon, Coles, East Side	I. L. Betzer	14
Mattoon, Coles, West Side	H. F. Baker	14
Maywood, Cook	N. D. Gilbert	5
Mazon, Grundy	George W. Huston	1
Mechanicsburg, Sangamon	Lewis Colwell	2
Medora, Macoupin	S. J. Campbell	3
Melvin, Ford	G. D. Foreman	1
Mendon, Adams	W. F. Gray	3
Mendota, La Salle, East	S. M. Heslett	7
Mendota, La Salle, West	William Jenkins	8
Meredosia, Morgan	J. B. Blazer	3
Merritt, Scott	T. C. Reed	1
Metamora, Woodford	Eliza R. Morse	3
Metcalf, Edgar	O. O. Williams	1
Metropolis, Massac	L. L. Hanks	11
Midland, DeWitt	W. G. Gordon	1
Milan, Rock Island	John Whalen	3
Milford, Iroquois	J. H. Sanderson	3
Millersburg, Mercer	Fred Hollembaek	2
Milledgeville, Carroll	Willard Kelly	1
Millstadt, St. Clair	J. T. Weible	3
Milmine, Piatt	A. C. Duncan	1
Milton, Pike	L. H. Coley	2
Mineral, Bureau	G. J. Slutts	1
Minier, Tazewell	M. B. Ransdell	3
Minonk, Woodford	L. C. Dougherty	8
Minooka, Grundy	R. A. Thorpe	1
Moawequa, Shelby	C. M. Tallman	2
Mokena, Will	O. C. Harrower	1
Moline, Rock Island	W. S. Mack	
High School / Central School	R. E. Call	11
West Ward	Mary Tague	7
No. 2	H. D. Hatch	8
East Ward	Minnie O. Olson	
Seventh street	Hattie A. Moore	1
Sixteenth street	Herbert E. Griffith	2
Momence, Kankakee	L. S. Rowell	5
Monee, Will	W. H. Hutchinson	2
Monmouth, Warren	Edward Parkinson	23
East Ward	Miss E. B. Leighty	5
West Ward	Lucy Duer	4
North Ward	Miss M. A. Sterett	5
South Ward	Miss M. Scott	
Monroe Center, Ogle	W. A. Burch	1
Mont Clare, Cook	H. L. Merrill	3
Monticello, Piatt	F. V. Dilatush	9
Moore's Prairie, Hamilton	John P. Steele	1
Morris, Grundy	L. T. Regan	16
Morrison, Whiteside	M. F. Miller	9

City or Village.	Supt. or Prin.	Assistants.
Morrisonville, Christian	D. Frank Fawcett	3
Morton, Tazewell	G. W. Scott	3
Mound City, Pulaski		4
Mount Carbon, Jackson	John M. Bryan	3
Mount Carmel, Wabash	George L. Guy	9
Mount Carroll, Carroll	M. W. Utz	6
Mount Erie, Wayne	S. S. Fredereck	2
Mount Morris, Ogle	Mrs. H. G. Kauffman	4
Mount Olive, Macoupin	George W. Schneirle	1
Mount Pleasant, White	W. R. Jones	1
Mount Pulaski, Logan	George W. Monroe	8
Mount Sterling, Brown	E. E Rosenberry	7
Mount Vernon, Jefferson	W. C. Barnhart	12
Mount Zion, Macon	J. B. Hughes	1
Mulberry Grove, Bond	August B. Rockwell	2
Mulkeytown, Franklin	R. E. Tunstall	1
Murphysboro, Jackson	J. Q. A. Kimmel	9
Murrayville, Morgan	B. M. Followell	1
Naperville, DuPage	Samuel Meck	4
Lisle School	James H. Conklin	2
Naples, Scott	Daniel Ward	2
Nashville, Washington	T. A. J. McDonough	10
Nauvoo, Hancock	William Symmonds	6
Nebo, Pike	John Clark	
Neoga, Cumberland	C. F. Hobert	3
Neponset, Bureau	F. E. Lark	3
Newark, Kendall	M. N. Kletzing	1
New Athens, St. Clair	Aug. Gierschner	1
New Berlin, Sangamon	J. J. Crowder	1
New Boston, Mercer	D. N. Blazer	3
New Burnside, Johnson	W. T. Cathcart	3
New Canton, Pike	J. W. Barney	1
New Douglas, Madison	Henry A. Greening	2
New Haven, Gallatin	W. E. Ferrell	1
New Lenox, Will	M. J. Cunningham	
Newman, Douglas	E. S. Smith	4
New Salem, Pike	George F. Gagon	2
Newton, Jasper	N. S. Scovell	2
New Windsor, Mercer	L. B. Cocklin	2
Niantic, Macon	W. W. Kyle	1
Nilwood, Macoupin	Herbert Berry	2
Noble, Richland	G. R. Page	2
Nokomis, Montgomery	J. B. Edwards	6
Nora, Jo Daviess	Edward Weirick	2
Normal, McLean	Mrs. J. A. Miller	9
Norris, White	J. W. Marion	1
North Evanston, Cook	Nettie E. McClintock	2
North Henderson, Mercer	Oscar Williams	1
North Sangamon, Menard	E. G. King	1
North Springfield, Sangamon,	W. J. M. Oakman	3
North School	W. E. Purcell	1
Nunda, McHenry	J. C. Paul	
Oakdale, Washington	Thompson Boyle	1
Oakford, Menard	Stephen Cox	1
Oakland, Coles	T. H. Haney	4
Oakland Schools, Chicago	M. Andrews, P. O., 41st street and Drexel Boulevard, Chicago	21
Oakley, Macon	W. A. Phillips	
Oak Park, Cook	B. L. Dodge	14
Oblong, Crawford	W. B. Swaren	2
Odell, Livingston	Charles Curtis	5
Odin, Marion	J. B. Abbott	3
O'Fallon Depot, St. Clair	H. W. Louis	3
Ogden, Champaign	S. A. Robbins	1
Oglesby, La Salle	G. F. Bell	
Ohio, Bureau	W. J. Hussey	2
Okawville, Washington	Miss A. E. Carter	3
Old Ripley, Bond	D. W. Ferris	1
Olney, Richland	O. J. Bainum	14
High School	Henry Shryock	
Omaha, Gallatin	Mrs. Ratie Kinsall	1
Onarga, Iroquois	F. McMurry	4
Oneida, Knox	J. H. Graham	4
Opdyke, Jefferson	H. B. Cornelius	2
Oquawka, Henderson	J. M. Akin	3
Orangeville, Stephenson	P. O. Stiver	1
Oreana, Macon	W. H. Gantz	
Oregon, Ogle	S. B. Wadsworth	8
Orion, Henry	D. R. Michener	3
Oswego, Kendall	Walter McFarland	2
O'Toole School, Cook	Mrs. Kittie O'Neil, P. O., 4647 Wentworth avenue, Chicago	
Ottawa, Tp. H. S.	C. W. Tufts	5
Ottawa	D. R. A. Thorp	
First Ward	Cornelia Delano	
Second Ward	Louise E. Rochelle	3
Third Ward	Samuel B. Bathurst	4
Fourth Ward	J. P. Byrne	4
Fifth Ward	Minerva M. Newbecker	5
Sixth Ward	Nellie H. Rochelle	4
Seventh Ward	L. L. McKinlay	3
Otterville, Jersey	Thomas B. Smith	1
Owaneco, Christian	W. X. Crider	1
Palatine, Cook	C. H. Austin	3
Palestine, Crawford	L. E. Murray	3
Palmer, Christian	O. B. Britton	2
Palmyra, Macoupin	H. D. Foltz	2
Pana, Christian, East Side / West Side	H. C. Gibbs / L. S. Ham	7 / 6
Panola, Woodford	O. F. Hanson	1
Paris, Edgar	A. Harvey	22
Parkersburg, Richland	A. J. Keefer	1
Parkville, Champaign	S. R. Kyle	1
Park Ridge, Cook	Leopold Schroeder	2

City or Village.	Supt. or Prin.	Assistants.
Patoka, Marion	M. M. Merriman	3
Pawnee, Sangamon	Martin Sprague	1
Paw Paw Grove, Lee	G. M. Andrew	2
Paxton, Ford	A. C. Rishel	7
Payson, Adams	E. Shannon	3
Pearl Station, Pike	B. C. Lansdon	1
Pecatonica, Winnebago	L. Goodrich	4
Pekin, Tazewell	C. O. Scudder	20
High School	Ruth C. Fenner	1
Pellsville, Vermilion	Mary E. Morris	1
Penfield, Champaign	G. W. Hadden	1
Peoria,	Newton C. Dougherty	
High School	George E. Knepper	5
Douglas School	Miss A. L. Garlinghouse	9
Lincoln School	J. A. Mercer	22
Irving School	Miss S. S. Lines	6
Greeley School	C. R. Vandervoort	14
Franklin School	J. T. Johnston	12
Webster School	J. C. Scullin	13
White School	Hester Crawley	6
Sumner School	Anna Martin	10
Jefferson School	Nettie Waugh	6
7th District	Viola Page	2
Peotone, Will	F. Myrick	2
Percy, Randolph	R. Sheldon	1
Perry, Pike	H. W. Hand	3
Peru, La Salle	R. L. Barton	20
Pesotum, Champaign	Ella Allison	1
Petersburg, Menard	S. C. Humphrey	9
Phillipstown, White	John W. Weis	1
Philo, Champaign	J. G. Lawrence	1
Pinckneyville, Perry	James Barkley	6
Piper City, Ford	H. Kilburn	2
Pittsfield, Pike	Maggie Benbrook	11
High School	Emily Odiorne	
Plainfield, Will	C. S. Taylor	3
Piano, Kendall	C. C. Duffy	3
Pleasant Hill, Edgar	J. H. Hargis	1
Pleasant Hill, Pike	M. M. Blake	1
Pleasant Plains, Sangamon	J. A. Dennis	2
Plum River, Jo Daviess	Smith E. Hilliard	1
Plymouth, Hancock	O. F. Wiley	3
Pocahontas, Bond	Wm. McCutcheon	2
Polo, Ogle	—— Burton	3
Pontiac, Livingston	Jesse Hubbard	12
Pontoosuc, Hancock	C. F. Crane	1
Poplar Grove, Boone	Elizabeth C. Wright	1
Port Byron, Rock Island	A. J. Magee	3
Prairie City, McDonough	M. Pace	5
Princeton, Tp. H. S.	Charles H Raymond	7
Princeton, Bureau	C. P. Snow	12
Princeville, Peoria	Samuel McCowan	3
Prophetstown, Whiteside	W. J. Johnston	3
Prospect Park, DuPage	J. B. Russell	1
Providence, Bureau	Fannie Dexter	
Pullman, Cook	D. R. Martin	13
Quincy,	Thomas W. Macfall, Supt.	60
Franklin, including High School	Rev. William B. Corbyn, D.D.	14
Jefferson	Miss Julia W. Burns	10
Washington	Miss Ella Atkinson	3
Jackson	Miss Mary E. Welch	3
Webster	Miss Lizzie Welch	7
Irving	Miss Cornelia A. Wakeman	7
Berrian	Miss Kate L. Anderson	3
Lincoln	W. H. S. Seals	3
Madison	Miss Mary Long	1
Ramsey, Fayette	John P. Bolin	2
Rankin, Vermilion	L. D. Stearns	1
Ransom, La Salle	Kate Sinnatt	1
Rantoul, Champaign	J. B. Munger	3
Rapids City, Rock Island	L. W. Brown	1
Raritan, Henderson	Mary E. Hopper	1
Ravenswood, Cook	J. F. Kletzing	6
Raymond, Montgomery	E. P. Miller	3
Red Bud, Randolph	J. H. Gans	4
Reno, Bond	E. W. Rupert	1
Reynolds, Rock Island	Malcolm McPhael	1
Reynoldsburg, Johnson	P. O., Tunnel Hill.	
Richmond, McHenry	H. C. Faber	2
Richview, Washington	E. L. Sprecher	2
Ridge Farm, Vermilion	C. P. Mitchell	4
Ridgeway, Gallatin	M. E. Fulk	1
Ridott, Stephenson	J. L. Schaeffer	1
Rio, Knox	Lillian Shay	1
Ripley, Brown	May D. Stout	1
Riverside, Cook	Valois Butler	3
Riverton, Sangamon	W. A. McCullough	4
Roanoke, Woodford	Stephen A. Keenan	1
Roberts, Ford	F. E. Bonney	1
Robinson, Crawford	L. S. Kilborn	5
Rochelle, Ogle.	A. V. Greenman	8
Rochester, Sangamon	S. A. Tobin	1
Rockbridge, Greene	J. W. Jackson	1
Rock City, Stephenson	Jere. Leonard	1
Rock Falls, Whiteside	J. W. Brodie	8
Rockford, Winnebago	P. R. Walker	
High School	Charles A. Smith	5
Adams School	Mrs. Lucy M. Gauss	11
Blake School	Belle G. King	4
Ellis School	Isabella M. Hunter	4
Hall School	Mary G. McPherson	8
Haskell School	Anna Conaughy	4
Kent School	O. F. Barbour	9
Kishwaukee School	Mathilda Nygran	4
Lincoln School	Blanche Goodall	10
Marsh School	Emma Coy	4
Montague School	Elpha S. Moffatt	4
Nelson School	Mrs. Maria W. Rice	3
Rock Island, Rock Island	S. S. Kemble	
High School	W. H. Hatch	10
School No. 4	D. W. Reid	10
" No. 1	Miss A. F. Cook	1
" No. 2	Mrs. L. M. Copp	4
" No. 3	Lucy A. Taylor	3
" No. 5	Annie Kirkpatrick	5
" No. 6	Etta McDonald	2
" No 7	William Triplett	1
Rockport, Pike	W. W. Austin	3
Rocton, Winnebago	Philip Recher	2
Roger's Park, Cook	H. E. Starkey	5
Roodhouse, Greene	Harlow V. Holt	2
Roscoe, Winnebago	N. L. Fowler	1
Rose Clare, Hardin	Lewis Dysinger	2
Rosemond, Christian	C. A Hibbard	3
Roseville, Warren	S. B Messer	6
Rossville, Vermilion	H. A Smith	11
Rushville, Schuyler	Eva M. Page	1
Russellville, Lawrence	Margaret R. Maloney	2
Rutland, La Salle	H. P. Little	1
Sadorus, Champaign	S. V. Buchanan	7
Salem, Marion	Belle Ballard	1
Salem, White	Hattie Baker	1
Salisbury, Sangamon	Charles F. Patterson	3
Sandoval, Marion	C. I. Gruey	10
Sandwich, De Kalb	D. P. McDonald	1
San Jose, Mason	J. H. Ely	7
Savanna, Carroll	A. B. Stephens	3
Saybrook, McLean	John W. Wilcox	1
Scales Mound, Jo Daviess	T. McClove	1
Sciota, McDonough	A. VanScoyk	1
Scottland Edgar	John W. Dolby	2
Scottville, Macoupin	T. J. Robeson	2
Secor, Woodford		3
Seneca, La Salle		1
Serena, La Salle	J. M. Mullin, Jr.	
Seymour, Champaign	W. A. Wirtz	2
Shabbona, De Kalb	J. H. Grossman	3
Shannon, Carroll	C. J. Lemen	5
Shawneetown, Gallatin	George L. Leslie	4
Sheffield, Bureau	J. M. Dickson	12
Shelbyville, Shelby	J. J. Eckman	4
Sheldon, Iroquois		2
Sheridan, La Salle	F. M. Fowler	
Shetlerville, Hardin	J. T. Quick	1
Shiloh, St. Clair	Frank M. Drew	4
Shipman, Macoupin	B. F. Sewell	1
Shumway, Effingham	Koscie Clinebell	1
Sibley, Ford	A. L. Starr	3
Sidney, Champaign	Fred. Lannert	1
Smithton, St. Clair	Lea DeLagneau	3
Somonauk, De Kalb	Robert Thacker	1
Sorenta, Bond	Charles J. Parker	30
South Chicago, Cook	F. W. Nichols	7
South Evanston, Cook	D. B. Burrows	2
Sparland, Marshall	S. B. Hood	12
Sparta, Randolph	J. M. Nickles	1
High School	M. Emily Hunter	1
Spring Bay, Woodford	J. C. Goin	1
Springerton, White	F. R. Feltshans	
Springfield, Sangamon	J. H. Collins	6
High School	J. C. Feltshans	8
Palmer	Edward Anderson	12
Douglas	J. A. Johnson	10
Edwards	N. B. Hannon	12
Lincoln	A. E. Mowrer	8
Stuart	W. Burt	8
McClernand	Eliz. Baumgardner	5
Training	James E. Valentine	2
Spring Garden, Jefferson	R. L. Underwood	1
Spring Valley, Pike	James K. McGowan	1
Stanford, McLean	Mattie Tallmadge	1
St. Anne, Kankakee	Frank Rockwell	5
St. Charles, Kane { East / West	John M. Raymond	3
St. Elmo, Fayette	C. W. Tull	2
St. Francisville, Lawrence	W. H. Pool	1
St. Jacobs, Madison	Theo. Adelman	2
St. Johns, Perry	Charles H. Wells	2
St. Joseph, Champaign	S. A. Harrison	2
St. Marie, Jasper	Ella U. Farley	1
Staunton, Macoupin	John O. Kennedy	9
Sterling, Whiteside		
First Ward	W. R. Kirk	3
Second Ward	C. H. Crandell	15
Third Ward	F. F. Harding	9
Steward, Lee	W. E. Fillmore	1
Stewardson, Shelby	Ida Hogeland	2
Stillman Valley, Ogle	R. O. Butterfield	1
Stonefort, Saline	J. C. B. Smith	1
Strawn, Livingston	E. J. Magill	1
Streator Tp. High School	R. Williams	5
Streator, La Salle	B. B. Lakin	17
Sublette, Lee	C. E. Thompson	1
Sullivan, Moultrie	B. F. McClelland	5
Summerfield, St. Clair	Daniel Risser	3
Summer Hill, Pike	J. F. Lacey	1

City or Village.	Supt. or Prin.	Assistants.
Sumner, Lawrence	D. W. Lindsay	6
	A. C. Abell	1
	Ada Gregg	1
Sweet Water, Menard	Professor Ryan	1
Sycamore, De Kalb	A. J. Blanchard	12
Table Grove, Fulton	J. N. Wetsel	1
Tallula, Menard	S. C. Wilson	3
Tamaroa, Perry	John D. McMeen	4
Tampico, Whiteside	F. S. Johnson	2
Taylorville, Christian East	P. T. Nichols	7
Taylorville, Christian West	C. H. Andrews	5
Teutopolis, Effingham	Louis Rieg	2
Thackery, Hamilton	Joseph W. Ray	1
Thomson, Carroll	J. E. Millard	1
Thomsonville, Franklin	J. B. Mitchell	1
Tilton, Vermilion	M. L. Connelly	1
Time, Pike	F. M. Crane	2
Tioga, Hancock	Oscar Reece	2
Tiskilwa, Bureau	A. W. Hussey	5
Toledo, Cumberland	Edward Busick	3
Tolono, Champaign	J. S. Holaday	3
Toll Gate, Pike, P. O. Detroit	R. W. Faris	1
Tonica, La Salle	Ira M. Ong	3
Topeka, Mason	Mary L. Hunter	
Toulon, Stark	J. H. Broomall	6
Towanda, McLean	Jacob Brown	1
Tower Hill, Shelby	J. W. Carle	2
Tremont, Tazewell	May Williams	1
Trenton, Clinton	Z. T. Remick	4
Triumph, La Salle	Walter McDowell	
Troy, Madison	W. P. Sweeney	3
Troy Grove, La Salle	John Wylie	1
Turner, Du Page	J. T. Neff	4
Tuscola, Douglas	W. B. Owen	8
Urbana, Champaign	J. W. Hays	11
Utica, La Salle		
Vandalia, Fayette	J. G. M. Hursh	8
Varna, Marshall	L. S. Daugherty	1
Venice, Madison	O D. Oberlin	2
Vermilion, Edgar	A. C. Collins	2
Vermont, Fulton South Side	W. J. Aleshire	3
Vermont, Fulton North Side,	C. F. McDonough	2
Verona, Grundy	Charles H. Ostrander	1
Versailles, Brown	W. F. Dudman	3
Victoria, Knox	A. W. Ryan	1
Vienna, Johnson	H. L. Arnold	2
Villa Ridge, Pulaski		2
Viola, Mercer	Frank Mantland	3
Virden, Macoupin	Will M. Evans	8
Virginia, Cass	J. F. McCullough	8
Waldron, Kankakee	Miss A. Beardsley	1
Walker's Grove, Mason	J. W. Porter	1
Walnut, Bureau	F. B. Smith	2
Walshville, Montgomery	C. A. Armstrong	2
Wanda, Madison	L. C. Hall	1
Washburn, Woodford	Edward Bangs	3
Washington Heights, Cook,	Bessie B. Huntington	4
Washington, Tazewell	J. L. Hartwell	8
Waterloo, Monroe	Paul Peltier	7
Waterman Station, DeKalb	A. J. Long	1
Watseka, Iroquois	Henry Rulison	6
Watson, Effingham	Gussie McCoy	1
Wauconda, Lake	W. J. Harrower	1
Waukegan, Lake	E. W. Chase	18
Waverly, Morgan	R. O. Hickman	6
Waynesville, DeWitt	H. C. Gibbs	2
Weldon, DeWitt	B. F. Stults	1
Wenona, Marshall	George W. Parker	3
Western Springs, Cook	J. S. Brockway	
Westfield, Clark	Jap Bennett	3
West Point, Hancock	I. N McKown	1
West Salem, Edwards	C. F. Nickerson	3
West Springfield, Sangamon	M. G. Wenz	4
Wheaton, Du Page	J. K. Rassweiler	4
White Hall, Greene	G. M. Herrick	9
Williamsville, Sangamon	T. B. McMurray	2
Willow Hill, Jasper	W. H. McFadden	1
Wilmette, Cook	W. J. Black	2
Wilmington, Will	C W. Minard	9
Winchester, Scott	William Gay	6
Windsor, Shelby	Charles J. Miner	6
Winnnebago, Winnebago	N. O. Narramore	3
Winnetka, Cook	W. H. Russell	6
Winslow, Stephenson	J. D. Thomas	1
Woburn, Bond	James Vaughn	1
Woodhull, Henry	A. L. Atwood	3
Woodland, Iroquois	Albert Dodge	1
Woodlawn, Jefferson	F. P. Champ	2
Woodstock, McHenry	— Woodstock	9
Woosung, Ogle	Charles L. Allen	1
Wyanet, Bureau	C. A. Watson	3
Wyoming, Stark North Side	Le Barr J. Silvara	2
Wyoming, Stark South Side	P K. Cross	3
Xenia, Clay	W. R. Smith	4
Yale, Jasper	George McColley	1
Yates City, Knox	S. C. Ransom	3
York, Clark	Charles M. Ryman	1
Yorkville Kendall	J. N. Wayman	3

COUNTY SUPERINTENDENTS.

COUNTY.	NAME.	POSTOFFICE.
Adams	John Jimson	Clayton
Alexander	Mrs. Louise C. Gibbs	Thebes
Bond	Thomas P. Morey	Greenville
Boone	Henry J. Sherrill	Belvidere
Brown	George H. Lee	Mt. Sterling
Bureau	Jacob Miller	Princeton
Calhoun	James McNabb	Hardin
Carroll	George C. Mastin	Mt. Carroll
Cass	Andrew L. Anderson	Virginia
Champaign	George R. Shawhan	Urbana
Christian	Francis W. Boyd	Taylorville
Clark	William A. Porter	Marshall
Clay	Cleveland W. Mills	Louisville
Clinton	George A. Beattie	Carlyle
Coles	Thomas J. Lee	Charleston
Cook	Albert G. Lane	Chicago
Crawford	Henry O. Hiser	Robinson
Cumberland	Samuel C. Miller	Toledo
De Kalb	George I. Talbot	De Kalb
DeWitt	Miss Mary S. Welch	Clinton
Douglas	Joseph R. Burres	Newman
Du Page	H A. Fischer	Wheaton
Edgar	David T. Stewart, M. D	Paris
Edwards	Levinus Harris	Albion
Effingham	Jonathan A. Arnold	Effingham
Fayette	Thomas W. Harts	Vandalia
Ford	Frank G. Lohman	Roberts
Franklin	Charles D. Threlkeld	Benton
Fulton	Emanuel R. Boyer	Lewistown
Gallatin	Hugh C. Gregg	Elba
Greene	William J. Roberts	White Hall
Grundy	Stillman E. Massey	Morris
Hamilton	La Fayette Howard,	McLeansboro
Hancock	Samuel W. Layton	Carthage
Hardin	John H. Jenkins	Elizabethtown
Henderson	Mrs. E. A. Whiteman, S	Henderson
Henry	Edward C. Rosseter	Kewanee
Iroquois	Edmund J. Blake	Watseka
Jackson	John M. Reeder	Murphysboro
Jasper	John F. Arnold	Newton
Jefferson	John D. Williams	Mt. Vernon
Jersey	Lott Pennington	Jerseyville
Jo Daviess	Robert Brand	Galena
Johnson	William Y. Smith	Vienna
Kane	Charles E. Mann	Geneva
Kankakee	Mrs. Lucella W. Dye	Kankakee
Kendall	Christopher C. Duffy	Plano
Knox	George W. Oldfather	Galesburg
Lake	Peter Fisher	Waukegan
La Salle	Geraldus B. Stockdale	Peru
Lawrence	Charles B. Martin	Lawrenceville
Lee	Samuel J. Howe	Dixon
Livingston	George W. Ferris	Pontiac
Logan	Samuel M. Guttery	Lincoln
McDonough	Thomas J. Dudman	Macomb
McHenry	Lester Barber	Marengo
McLean	John A. Miller	Bloomington
Macon	John Trainer	Decatur
Macoupin	George W. Bowersox	Carlinville
Madison	James Squire	Godfrey
Marion	William H. Storrs	Kinmundy
Marshall	William H. Kister	Henry
Mason	Daniel M. Blair	Havana
Massac	Henry Armstrong	Metropolis
Menard	Rev. Robert D. Miller	Petersburg
Mercer	Joseph A. Goding	Aledo
Monroe	William H. Hillyard	Waterloo
Montgomery	Jesse C. Barrett	Hillsboro
Morgan	Christopher M. Sevier	Jacksonville
Moultrie	Benjamin F. Peadro	Sullivan
Ogle	Fernando Sanford	Oregon
Peoria	Mrs. Mary W. Emery	Peoria
Perry	Richard B. Anderson	Pinckneyville
Piatt	Gilbert A. Burgess	Monticello
Pike	Rufus M. Hitch	Pittsfield
Pope	David G. Thompson	Golconda
Pulaski	Mrs. Hester M. Smith	Mound City
Putnam	James H. Seaton	Hennepin
Randolph	Samuel B. Hood	Sparta
Richland	Robert N. Stotler	Olney
Rock Island	James H. Southwell	Rock Island
St. Clair	Emil Dapprich	Belleville
Saline	George B. Parsons	El Dorado
Sangamon	Adoniram J. Smith	Springfield
Schuyler	Henry H. Foley	Littleton
Scott	George W. Dixon	Winchester
Shelby	William B Marshutz	Shelbyville
Stark	William R. Sandham	Wyoming
Stephenson	Adam A. Krape	Lena
Tazewell	Ben C. Allensworth	Pekin
Union	Joseph H. Samson	Jonesboro
Vermilion	John D. Benedict	Danville
Wabash	Alfred P. Manley	Mt. Carmel
Warren	Miss Margaret L. Wiley,	Monmouth
Washington	William L. Martin	Ashley
Wayne	Zephaniah B. West	Fairfield
White	Commodore P. White	Carmi
Whiteside	Benjamin F. Hendricks	Morrison
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One of the most interesting and valuable of studies is Civil Government. In a country like ours every citizen should be familiar with at least an outline of the principles and machinery both of the national and state government.

Books have long been printed that discussed the civil government of the nation, but, within a very short time, the facts respecting the civil government of Illinois were scattered through scores of books, and, for the average person, were not accessible.

Within a few months, Geo. Sherwood & Co., Chicago, have published a most admirable volume. of about 200 pages, on the Civil Government of Illinois and the United States. The first part is the work of Edwin C. Crawford, and the second part, of Russell C. Ostrander.

The objects of the book are:

To describe, in detail, every part of the machinery of government of the State of Illinois, and of each political subdivision of the State.

To state briefly all the important duties of every public officer in the State of Illinois.

To outline the government of the United States.

The first part is put in the very simple and popular form of questions and answers. It begins with the school district, and then discusses the town, the county, the State, cities and villages. It gives the various officers with their duties, compensation, etc. It explains the method of organization of the different bodies, and touches upon every topic connected with the administration of the government in all of the divisions of the State. It is put in so clear and simple a form that it can be used with the greatest advantage for general exercises where classes cannot be formed. Fourth reader grades and above should supply themselves with the text. Ten minutes a day for a six months' term will give the pupils a completer knowledge of the subject than is possessed by the average adult.

The second part is put in a very concise form, and is especially adapted to the more advanced pupils of the common schools. The price of the book, by mail, is only 83 cents. It is worth many times its price to any teacher. Address Geo. Sherwood & Co., Chicago.

Frank H. Hall, of Sugar Grove, Ill., has for several years been in charge of a very unique school. It is largely industrial in its character, and its work bears especially upon the needs of the farm and workshop. This book has been prepared in the interest of those who are prospective farmers and mechanics, and these form the large proportion of those who fill the rural schools. Manual labor schools cannot reach the masses, hence the public school should be made to bear as directly as possible upon the work of those who will win their bread by the labor of their hands.

The book begins with a discussion of boards. It instructs pupils in a method of measurement of boards of different lengths, and gives several problems to illustrate the applications of the rulers. Joists, scantlings, and larger sticks, planks, stock-boards, siding, fencing,—in fact all forms of lumber are similarly treated. The problems are very ingenious and are thoroughly practical. They cover the building of sidewalks, tight fences, barn floors, out-door feeding floors, common fences, roofs, gables, shingling, siding, lathing, and all of the common uses of lumber on the farm.

The next topic is land measurements, and it is treated in the same exhaustive manner. The following are some of the other subjects treated:

Distance a team travels in plowing, dragging, etc.

Length of row to the acre.

Number of hills or plants to the acre.

Divisions of the section.

Comparative number of times a team turns in plowing fields of different shapes.

Plowing by beginning in the middle and "geeing around."

Capacity of bins, of cribs, of cisterns.

Amount of stone and brick work.

Carpeting rooms, papering walls, estimating hay in the mow, adjustment of two-horse eveners, measuring logs, etc., etc.

In all of these subjects there are many problems to test the ability of the pupils in putting the rules into practical use.

Much is said of object teaching now-a-days. It is found that the children are interested most in those subjects that require the direct examination of material things. We believe that this little book will give an intense interest to the subject of arithmetic, and will give to the pupils using it a practical cast, without which education is sadly deficient.

It is well bound, and contains 76 pages. The answers to the problems are printed in separate slips. It will be sent by mail on receipt of 28 cents. Address the publishers, Geo. Sherwood & Co., Chicago.

LOCAL NOTES.

Maxwell & Co. have removed to Chicago, but they left their old store behind them, and R. C. Rogers & Co., their successors, can fill any order for goods in their line. If you want a book that your dealers can't supply, write Rogers & Co., and get it by an early mail. Students, drop in and see the opportunity for bargains. North Side Court-House Square, Bloomington.

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ILLINOIS SCHOOL JOURNAL.

VOL. V.—No. 8. NORMAL, ILL., DECEMBER, 1885. WHOLE No. 56.

KNOX COLLEGE, GALESBURG, ILLINOIS.

BY R. EDWARDS, LL. D.

The public schools of the State of Illinois have attained a high reputation. They compare very favorably with those of any State, East or West. In all their grades they have been administered, to a great extent, by wise and competent men and women. By the efforts of far-seeing educators and patriots, the citizens of this State were long ago brought to see the worth of a system of popular education. By the labors of faithful teachers, that system has been commended to the generation which has since arisen, so that, to-day, the public schools are a power in the land,—a power which no political party would care to disturb. Thus has been secured that degree of general intelligence which enables a community to protect itself, if it so wills, against the wiles of demagogues, and the devices of charlatans. As a whole, Illinois is a commonwealth of intelligent people.

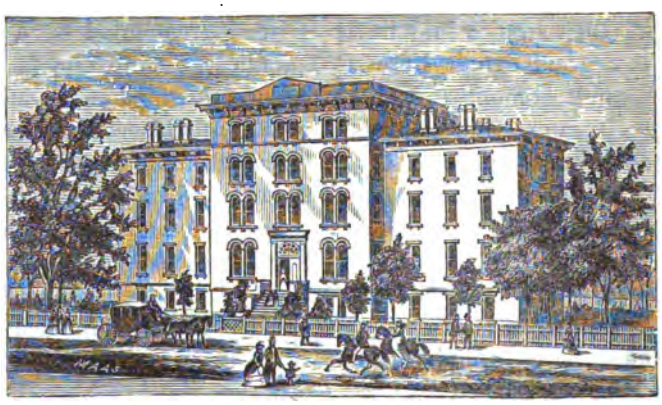
But the experience of all civilized communities makes it clear that common schools must be complemented by higher institutions of learning. The fruitful plains of a universal culture must be watered by streams from a loftier height. Without the stimulus that comes from colleges and universities, the common schools would be in danger of becoming formal and lifeless. In these schools the elements of science are taught; but in order that the teaching may be depended upon, there must be institutions in which these sciences are fully investigated. The deviations from rigorous exactness to which the common school teacher may be liable, must be corrected by a more extended study somewhere. A true college, a genuine university, is always an inspiration and a guide to all other grades of schools.

To a certain extent this higher instruction may be furnished by the State. Many of the States of the American Union have accomplished great good by establishing State universities; but no one fails to see the need of colleges founded on private munificence. The wealth of this country is rapidly increasing. Great accumulations are much more common than they formerly were. What can be more reasonable than that some part of this superfluous wealth should be consecrated to the cause of higher learning? What American fails to take pride in such institutions as Harvard, and Yale, and Johns Hopkins? We all feel that these noble schools are an honor to the republic, and a needed stimulus to national progress.

Knox College was founded and is maintained for the purpose of advancing the cause of higher education in Illinois. Considering its age, and the difficulties it has encountered, it has already accomplished great good. Its foundations, financial and educational, are firmly laid. Its graduates are a very influential body of men and women. They fill important offices in the church, in the judiciary, and in politics. Many of them are among the most prominent teachers in this and other States. The College commands, in a high degree, the respect and confidence of the people. This last statement has been especially true for the last ten years,—since the accession to its presidency of the Hon. Newton Bateman,—and its financial resources are such as to guarantee its permanency. Its pro-

ductive endowment is, perhaps, larger than that of any other college in the State, with a single exception. An addition, costing $15,000, has just been made to the Seminary building. Indeed, it is not yet quite completed, but will be in time for the winter term; and the College has no debt. Its assets are its own. Among the institutions of its grade in Illinois, its prospect of permanency is bright. It is not afraid of the law that "the fittest only shall survive."

Knox College was founded in 1837, and fully organized as a College in 1841. The first meeting of its projectors appears to have been held in Whitesboro, New York, January 7, 1836. The charter, granted by the legislature of Illinois, was approved by the governor February 15, 1837. The founders were a body of Christian philanthropists, who were willing to devote their time and their means to the mental and moral welfare of the new communities springing up in the West. They contributed their funds to the purchase of a large tract of land. Of this land, each subscriber was permitted to buy what he desired, at a considerable profit to the company. This profit, together with a tract of three sections or thereabout, constituted the original endowment of the institution. Their plan was to establish a manual labor school, and the designation used in the original charter was "The Knox Manual Labor College." Every pupil was required to "labor not more than three nor less than two hours each day, on the farm, or in the garden, or in mechanic shops."



THE SEMINARY BUILDING.

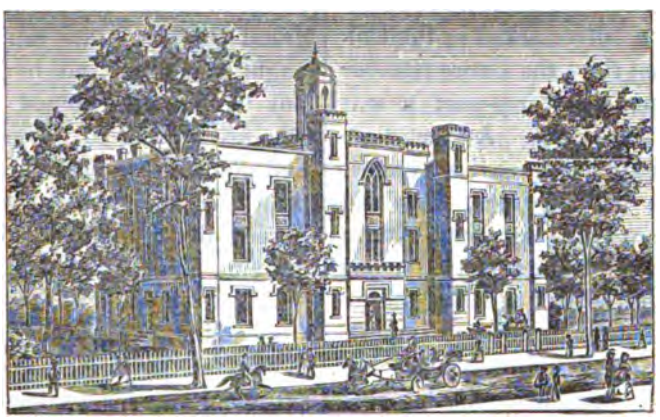
By this provision they hoped to encourage students of limited means, and also to promote the health of the young people; but, after twenty years of trial, the manual labor plan was found so difficult to execute, that it was given up. An amendment to the charter was secured, and the name was changed to "Knox College."

On the whole, however, these self-denying enthusiasts proved themselves to be men of great practical sagacity, as well as clear foresight. They foresaw, and provided for the increased employment of women as teachers, in all grades of instruction. At that time this was a comparatively new idea. The schoolmaster had been an important personage, but the school-mistress had occupied a position altogether subordinate. But these clear-minded men ordained that in their cherished institution, the girls should have every opportunity enjoyed by the boys.

The College is now governed by a board of twenty-five trustees, including the president of the College, who is *ex-officio* president of the board. In its religious attitude it is nonsectarian, the members of the board being chosen from various Christian denominations. It is not, therefore, under control of any ecclesiastical body. Nor is any denomination committed to its support. In some respects this may be regarded as a disadvantage. There is no ecclesiastical constituency to which the College can appeal for sectarian patronage. It is compelled to stand upon its merits. Every call it makes must be based upon the value of its work. To command the esteem and active help of good and wise men it must bring forth good fruit. But the board of trust has been, and is, of the opinion that, on the whole, this freedom, with all its added responsibilities, is an advantage. At present the College has no desire to be adopted by any ecclesiastical organization.

This independence, however, does not mean disloyalty to the Christian faith. Both in theory and in practice, Knox is a Christian College. Its whole atmosphere is charged, vivified, with a cleanly Christian influence. A wholesome sense of responsibility pervades the entire institution. Among the students, the public sentiment on moral and religious

questions is high. Not long since, an attempt was made by one or two persons to "haze" a fellow student, but the effort was so entirely out of harmony with the general feeling that it found absolutely no support. On the contrary, the entire body of students gave emphatic expression to their disapproval of the act. The faculty were so abundantly sustained by the public sentiment of the College, that they were able to deal leniently with the culprits, with the best possible moral effect. Indeed, one of the marked characteristics of the present management is the combination of mildness and thorough efficiency in the discipline. A high standard of conduct is maintained without friction. This rare condition of things is largely due to the personal influence of the president. The esteem in which he is held by the young people is almost phenomenal.



THE COLLEGE BUILDING.

The course of study is not inferior, in thoroughness and extent, to that of the best colleges of the older States. This is amply proved by the fact that Knox students, when passing to Eastern institutions, easily maintain themselves in the grade assigned them here. A Knox sophomore finds no difficulty, at the end of his year, in entering the junior class in Amherst or Yale, and sustaining himself therein, and Knox graduates take high, often the highest, rank in the professional schools, East and West.

In view of the discussions that we hear concerning the utilization of the ancient languages as a means of mental culture, it may be well to say that, substantially, the College allows a choice. Two courses of study, of equal length as to time, are provided. In one of them the Greek language is an important factor, while in the other it is entirely omitted. The completion of one of them entitles the student to the degree of Bachelor of Arts, and of the other to that of Bachelor of Science. There is no disposition, however, to discredit the study of Greek. On the contrary, its worth as a mental gymnastic is fully recognized, and students are encouraged to pursue the study. It is remembered that of the thorough scholars now living, very few are ignorant of Greek. At least, it may be safely affirmed that Greek has largely contributed to all the mental clearness, to all the love and appreciation of beauty, that now exist. For reasons such as these, the treasures bequeathed to us from ancient times are, in this College, zealously cherished. But the discoveries of the present age are not, on that account, neglected. The latest authentic teachings of science are eagerly studied, together with the best methods of presentation. The College is constantly enlarging its facilities, increasing its libraries, adding to its cabinets, and extending the scope of its work.

Among the recent evidences of this spirit of progress may be mentioned:

1. The employment of a skilled instructor in elocution and voice culture. Proof of the value of this instruction is to be found in the many remarkable successes won by Knox in oratorical contests.

2. The purchase of Dr. Mead's valuable collection of botanical specimens, comprising ten thousand species of plants from various parts of the world.

3. A thorough and extended study of the English language and literature under a very competent instructor.

4. Instruction in military science and tactics, under an officer detailed for the purpose by the President of the United States. Knox is one of three institutions, and the only College, in Illinois, enjoying this advantage.

5. The superior opportunities in music offered by the Knox Conservatory of Music.

6. The art department of Knox Seminary.

7. The opportunity offered to young ladies for acquiring a full collegiate education.

Besides the College proper, the board of trust has the management of Knox Seminary for young ladies, and Knox Academy for those who are seeking preparation for college or for business. The seminary is admirably equipped for its work in training young ladies, both in the attainment of solid knowledge and in acquiring the accomplishments of social life. But both knowledge and accomplishments are held subordinate to the ideals of Christian duty. The principal, Mrs. Whiting, has achieved a high degree of success in her efforts to increase the efficiency of the Seminary, and in developing the character of the pupils. The Academy is under the charge of Prof. Churchill, an experienced, accomplished, and successful teacher.

Since the accession of Dr. Bateman as President, in 1875, the number of students in attendance has immensely increased. The increase has been especially marked in the College classes. At that time the entire number in the College proper was forty-one; now it is two hundred, or thereabout. At that time the senior class numbered five; last year it numbered forty-five. The present freshman class consists of sixty-six members. More students than formerly "come to stay;" come with the persistent purpose of securing all the culture that the College is able to impart. This is a most gratifying indication. It implies an increase of the public confidence, and also an improvement in the quality of the students that go out from the institution.

Students of limited means are not repelled from this College by high charges and aristocratic customs. Its tuition fees are moderate in all departments. Board is also afforded at very economical rates. The rooms furnished to the young ladies in the Seminary are convenient and elegant. Everything possible is done to preserve and improve the health of all students. For this purpose the rooms and the table at the Seminary are carefully adjusted. This was a principal motive in introducing the military drill.

Progress is continually making in the financial status of the College. Buildings are improved and new ones are added. One such addition has already been referred to. Since the accession of Dr. Bateman there has been a very large increase in the endowment fund; and, as already stated, the College owes not a penny. Its buildings; its campus of seventeen acres, set with stately trees, and situated in the heart of the beautiful city of Galesburg; the Seminary, separated from the College by the public park and the magnificent new court-house; together with the other lands and bills receivable, and the property secured by legacy — these are all its own. There is neither mortgage nor lien on any part of them. All this guarantees the life of the institution. But the College needs enlarged facilities. On the spot whereon it stands there is need of a great, well-endowed university, furnished with every facility for discovering and imparting knowledge. This great State, whose wealth exceeds that of Massachusetts, ought to honor itself by so enlarging this worthy school as to make it the equal, in means and influence, of anything the grand old Bay State can boast of. And this ought to be done, not by legislative donation, but by the enlightened generosity of those who are willing to consecrate money to high and noble uses. Here is an inviting opportunity for so bestowing money as to make it perennially useful to mankind, and a source of undying fame to the giver!

Allow us to add one more thought. Knox College is not hostile to the public schools. It is emphatically their friend. Its distinguished president was for fourteen years the honored head of the school system of Illinois; and his heart is as warm towards that system to-day as it ever was. He and his friends, and the friends of Knox, rejoice at every advance made by the free schools, and at every evidence of increased efficiency in them. This College believes in the oneness of spirit and purpose by which all true seekers after knowledge are animated.

The school life of the English child is shorter than any other in Europe on this side the Alps. In Belgium the ordinary time spent in school is from six to twelve. In Saxony the compulsory school period is from the termination of the sixth to the termination of the fourteenth year. Norway, Sweden, and Switzerland are all on the same lines. In England, on the other hand, the average age for leaving school is between ten and eleven.

DEFINITE WORK IN GRAMMAR.

BY JOS R HARKER.

The text-books on grammar in use in our schools give plenty of definitions, and a copious supply of sentences for analysis and parsing. These lists of sentences are usually headed "*Exercises*," but in most cases the pupils are left entirely without information as to what the exercises consist of. The authors dismiss the matter with the simple suggestion "Parse," or "Analyze and Parse," and very frequently the teacher throws no additional light on the subject. The pupil goes over the definitions, and comes to the sentences for exercise. He has been told to "parse;" what does he actually do?

In the case of a very few pupils, I think the "parsing" is really done; that is, each word is taken up separately, its part of speech determined; its properties examined, and its relation to the rest of the sentence carefully noted. These are the pupils that like grammar. They like it because they thus study it.

But the greater number of the pupils do no such thing as this. They do not know how to do it. They have not the habit of careful study which it requires. Many of them have little idea what "parse" means. This may be proved by any teacher who will watch his class trying to get their grammar lesson. They read the sentences two or three times, look at the words in an indefinite way, wonder what is the use of grammar, think how much they dislike it, take out their arithmetics and begin to work the problems; remember again, or are reminded by the teacher, that the grammar class recites next, turn to the grammar once more, and thus drag out the time till the class is called. These are the pupils that do not like grammar, and they do not like it because they do not know what it is, or how to learn their lessons in it. In other subjects they are as bright as any other pupils, and they would be in this if they knew how to take hold of it.

I believe that the indefiniteness of the exercises is the main trouble in the study of grammar. It is in the power of every teacher, no matter what text-book he is using, to remedy this evil by a small amount of labor. The remedy is simply this: For every list of sentences given in your text-book prepare a set of very definite exercises. In these exercises call for just what you know the pupil can give, in so definite a way that he cannot help doing it. In this way every list of sentences can be made a complete review of everything the pupil has learned

I give below two sets of exercises as specimens, and shall be glad to hear from teachers who try the plan, or from those who do not fully understand it.

The first set of exercises is suited to pupils who have studied nouns, adjectives, and verbs; the second set to those who have studied all the parts of speech, and the elements of sentences.

Specimen Exercise, No. I.

For lower class pupils

Take the list of sentences given in the book you are using, and

1. Select the limiting adjectives.
2. Select the qualifying adjectives.
3. Make a list of the transitive verbs.
4. Select the intransitive verbs.
5. Select the irregular verbs, and write their principal parts.
6. Pick out the nouns, and tell how each one forms its plural.
7. Select the subjects and objects of the verbs.
8. Which of the adjectives can be compared? Compare them.
9. Write each noun in the possessive case.
10. Write five sentences, each containing a transitive verb and its object.
11. Write five sentences, each containing an intransitive verb.
12. Select the vowels and liquids in the first two sentences. Why are they called liquids?

Specimen Exercise, No. II.

For advanced pupils.

Take a set of sentences in the book you are using, and

1. Tell how each noun and pronoun is used.
2. What words in these sentences, not nouns, are used as nouns?
3. Write all the objects of verbs in these sentences.
4. Point out the infinitives, and tell how used.

5. Decline the first five pronouns.

6. What is an auxiliary verb? Point out the auxiliaries, and tell what they are used for.

7. Select the transitive verbs; the intransitive.

8. Select the adverbial elements, and tell class and structure.

9. Select the simple predicates, and tell by what they are modified.

10. Select the simple subjects, and tell how modified.

These exercises can be made to include other subjects that the pupil has studied, and should be prepared, as I have said, on every set of sentences given in the text-book used. I am sure that if teachers would follow some such plan of definite work with their classes for two months, they would secure much better results in their work, and be well repaid for the trouble of preparing the exercises.

THE MOST NORTHERLY CITY OF THE WORLD.

BY PROF. GRANVILLE F. FOSTER.

The most northerly extremity of Norway consists of a high, bold, rocky headland, known as the North Cape, jutting out into the rough and stormy waters of the Arctic ocean. South and west of this extreme northern point of the continent of Europe, commences the long chain of the Loffoden, or Lofoten islands, marking the loftiest portions of a submarine mountain range, which, from the standpoint of physical geography, forms the edge or terminus westward of the continent beyond which lies the trough of the sea, which, though here comparatively shallow, runs up between Iceland and Norway from the almost immeasurable depths of the Atlantic to the more shallow depths of the Arctic. Some of these islands are quite large, and several support a large population. Here, between two rocky islets, exists the famous Maelstrom, about which so many extravagant stories were told in the middle ages, some of which have found permanent places in our literature, and are often quoted to point a moral and adorn a tale. The Maelstrom is, in fact, nothing more than an enormous whirlpool, caused by the meeting of two opposite tidal waves. At the northern extremity of this submarine mountain chain, rise a few islands, which, though, from a physical standpoint, they belong to the Lofoten group, are not geographically considered as belonging to them.

On one of the more northerly of this latter group, in north latitude 70° 40′, over four degrees within the Arctic circle, and hence as many degrees within the frigid zone, is situated Hammerfest. This is the most northerly city in the world. True, there are a few hamlets which lie somewhat nearer the north pole, like the little Danish and Esquimaux village of Uppernavik, upon the island of Disco, in Baffin's bay, in north latitude 72° 48′, but they are all insignificant, both in population and importance.

So far north is Hammerfest, that during the long period from May 15 to July 24, the sun does not set. During every day of twenty-four hours, from the beginning to the end of this period, it performs an entire circuit of the heavens. At midnight it is in the north, and low down in the heavens, almost to the level of the ocean, or, as it is at the beginning and end of the long period of constant light, quite at the level of the ocean, from which position it moves spirally upwards and towards the east, and thence towards the south, till it reaches the highest point of culmination, whence it moves spirally downwards towards the west, and then north, till it again reaches substantially the same position occupied the previous midnight.

Nothing can exceed the glory and beauty of the midnight sun, as its declining beams, transmitted athwart thousands of gigantic icebergs, are broken by myriads of ice-prisms into all the varied colors of the rainbow. From July 24 to November 18, the sun rises and sets, though only at first sinking but a few minutes before midnight beneath the ocean, to rise again a few minutes thereafter. Changes in the length of the day here take place very rapidly, since by November 18 the day has been reduced from twenty-four hours to only a few minutes in length, the sun on this day just appearing a few minutes before noon in *the south*, sinking beneath the horizon a few minutes after, *not to reappear* again until January 27, though for a week or two, every

day at noon, a glow or flush in the south, growing, from day to day, fainter and fainter, indicates the point where the sun disappeared, and whence one may look for his return some 118 days later. On this November day, the citizens of Hammerfest are accustomed, if the weather is fair, to ascend a hill in the vicinity and watch the fast departing sun. With sad and heavy hearts they watch his descent until he is shut out amid the labyrinths of islands, far away towards the south, and all mourn his departure as though each was laying away in the grave a dear one. But it is not a sorrow without hope, for the sun is yet to have a joyful resurrection.

And now commences the long, long night. 'Tis not, however, all dark and rayless. Oftentimes are the heavens lit up, from horizon almost to zenith, with the splendor of the *aurora borealis*, in all its gorgeous display of colors and perpetually changing forms; and the moon, too, regardless of any interference from the overwhelming power of the sun, shines on, lighting up the whole sky with a brilliance and beauty unknown to a more southerly clime, while not infrequently numerous meteors, whose detonations are readily heard through the dense atmosphere, shoot across the sky. By these lights, reinforced by the extraordinary brilliance of the circumpolar constellations, the pedestrian does not find it difficult to thread even the narrow streets of Hammerfest, yet everybody carries a lantern. The shops are almost continually lighted up. The desks of the school-house are fitted for candles or lamps. Each is lighted by its own candle, beneath the glow of which the diligent schoolboy studies his appointed tasks.

At length New Year's day is ushered in, and again in the southern sky a faint flush is seen, similar to that which appeared daily for a while after the departed sun in November. From day to day this flush grows brighter—a sure harbinger of the reappearance of the long-wished-for sun. Finally the day of resurrection comes. Upon the hill which witnessed the sinking of the sun into the grave of the ocean, gather the people. Finally, between ten and eleven o'clock in the forenoon, comes the first faint flush, overspreading gradually the southern sky, tinting the clouds, slowly blotting out the stars. At length the twilight grows more and more into the light of dawn, until everything becomes visible through the frosty air, and just before the stroke of 12 o'clock, noon, up creeps the sun, till his round, red disk is just above the horizon. Shout after shout from a thousand throats ring out the joy of the people in seeing once more return their long-absent friend; but he is shy indeed on this winter day, for he hardly deigns to do more than show his face till he sinks again from their sight. His visits are now daily, and more protracted each time, till finally, May 15, he merely sinks a little beneath the glowing waters of the northern ocean, to rise again a few minutes thereafter to remain above the horizon for many days thereafterward, or from May 15 to July 24.

It might be inferred that because of the high latitude of Hammerfest, it must necessarily have a very rigorous climate, but such an inference, in this case, is totally astray. The climate here is remarkably mild and uniform. The mean winter temperature is 23° Fahr., 8° higher than at Montreal, Canada, in latitude 46°. The cold is never severe, and some winters are so mild that the period of skating is reduced to only a few weeks. The summers are long, but cool and damp. Large harvests of barley, oats, and potatoes are yearly garnered, but the air is too cool for the production of wheat. The adjacent waters swarm with fish, and hence fishing is one of the principal industries of the inhabitants. For a Norwegian city, Hammerfest presents a very neat appearance, and is, by no means, an undesirable place of residence. During the fishing season the population is vastly swelled by an influx from the south. The remarkable mildness of the climate of a city so near the north pole is mainly owing to the direct influence of that wonderful river in the Atlantic, known as the Gulf Stream, which, acting as the almoner of the superfluous heat of the tropics, distributes it to what would be otherwise the inhospitable and almost uninhabitable regions of Northern Europe.

Professor: "In one evening I counted twenty-seven meteors sitting on my piazza." Class express great astonishment at the sociable character of the heavenly bodies.

KNOWLEDGE, HISTORICAL AND PHILOSOPHICAL.

BY HENRY C. COX.

There are two sorts of knowledge in the world,—the knowledge *that* things are, and the knowledge *why* things are. As one must have facts upon which to base his conclusions, as he must make his inductions before he can make his deductions, the historical must precede the philosophical. There are many facts and processes with which children should be familiar some time before a discussion of their philosophy is pertinent. The teacher who proceeds upon the principle that pupils shall learn nothing the reason for which they are not able to understand, hinders greatly their acquisition of historical knowledge, and puts a damper upon their love of the philosophical.

If the study be that of language, or the acquiring of right habits of speech and correct forms in composition, and the teacher begin the work by calling for the committal of definitions, the application of which the pupils are unable to divine, or if he enter at once upon philosophical discussions of the laws of speech, they will be ready early to vote one of the most delightful of school studies as the most irksome. There is a time for definitions, there is a time for the discussion of the laws of speech, and, if brought in at this time, great good will come to those who consider them. But the day for pupils to learn why such expressions are incorrect, as "I have went," "I done it," "Everyone should attend to their duty," "Between you and I," "Him and I are going," "Let's you and I do this," should come somewhat after they have formed the habit of using the correct forms.

Pupils of the fifth grade may acquire a fair degree of readiness with problems involving fractions; but it may not be a judicious use of their time to try to have them see why the product of the numerator of the dividend by the denominator of the divisor, divided by the product of the denominator of the dividend by the numerator of the divisor, gives a quotient.

Pupils may be swamped in an attempt to comprehend the philosophy of the Gulf Stream, the Japan Current, or the change of seasons some time after a knowledge of the facts and results have been learned. The discussion should come when, with reasonable energy, their minds can grasp the points firmly.

But it is not worth while to multiply illustrations. The questions for the teacher to ask are: 1. What part of this subject do my class know? 2. What additional are they, with earnest effort, able to master?

Judgment, or the want of it, in answering these questions will go far in determining whether the teacher shall succeed or fail.

LESSONS IN ASTRONOMICAL GEOGRAPHY.*

BY E. C. HEWETT.

II.

Peter Parley's little stanza:

"The world is round, and like a ball
Seems swinging in the air;
The sky extends around it all,
And stars are shining there,"

expresses the true conception admirably, if the sense of the words is fully grasped by the imagination; at least, I have a distinct recollection of what the little stanza did for me, as a child.

I will shortly indicate some proofs of the Earth's sphericity; but first, if we have the conception of the Earth as a sphere, it will be well to give the definitions of the common terms used in mathematical geography. The following terse statements will be perfectly comprehensible to any one who is master of the previous lessons; and they are given in the true logical order:

The Earth's *axis* is the line about which it turns daily. The *poles* are the points where this axis cuts the surface. The *equator* is a great circle perpendicular to the axis. *Parallels* are small circles parallel to the equator. The *tropics* are parallels 23½° from the equator. The *polar circles* are parallels 23½° from the poles. *Meridians* are great circles passing through the poles. *Latitude* is distance north or south of the equator, measured on the circumference of a meridian. *Longitude* is distance east or west from a given meridian.

*These lessons appeared in *The Chicago Schoolmaster* about fourteen years ago. They will be republished in full in THE JOURNAL.—EDITORS.

measured on the circumference of the equator, or on that of a parallel.

In treating of the surface of the earth, we deal with the circumferences of all these circles; these circumferences go around the earth, but the circles themselves go through the earth. Latitude, meaning breadth, and Longitude, meaning length, began to be used when that part of the earth which men knew anything about was longer from east to west than from north to south. The following inferences may now be drawn, and stated, with reasons; these reasons I leave the teachers and pupils to discover from what has been given already:

1. The circumference of the equator is equi-distant from the poles.

2. The circumferences of all meridians are equal to the circumference of the equator; hence, degrees of latitude are equal to degrees of longitude on the equator.

3. Parallels diminish toward the poles; hence, their circumferences diminish; hence, degrees of longitude contain fewer miles as we go from the equator.

4. Degrees of longitude on the parallel of 60° contain just one-half as many miles as those on the equator.

The pupil may now be taught the meaning of the word *zone*, the names of the several zones, and their situation. Help them to discover the width of the several zones, and to state it either in degrees or miles; remembering that a degree of latitude contains about 69½ miles.

We have stated that the earth is a sphere; its average diameter is 7,912 miles; and its circumference is a little less than 25,000 miles. There are many proofs that the earth is a sphere; we will state six of them.

1. The surface of the earth is always found to rise up between two distant points. There are many illustrations of this fact. When a ship sails out of port, its masts are always in sight a longer time than the hull; this would not be the case if the larger hull had not sunk behind the rounded surface of the sea. So, sailors on a vessel approaching land always see the tops of distant mountains or of tall buildings, before they see the low shore which is nearer to them. Again, when we climb a high hill, or a tall building, we can see more of the earth's surface than we can at its foot. This would not be true if the surface were a plane; it shows us that we can see over that portion of the surface which swells up between us and the more distant objects.

2. Men have many times sailed around the earth; and stars in the northern heavens gradually approach the horizon, while those in the southern heavens gradually rise, if we go towards the south; the opposite is true if we go towards the north. These statements need to be put together, for men have sailed around the earth only from east to west, or from west to east; but when we travel in the other direction the appearance of the stars that we have described proves that the earth is round in this direction also; and this appearance is due to the fact that we are traveling over a curved surface.

3. The earth's shadow, as seen on the moon when it is eclipsed, is always circular. Now, this could not be if the earth were not a sphere; for a sphere is the only body that casts a shadw whose section is always a circle; but this we see to be true of the earth in whatever position it may be placed.

4. The telescope shows the other planets to be spheres; and, by analogy, we may infer that the earth has the same shape as its fellow planets. The earth moves about the sun like the other planets, and turns on its axis like them; this we are sure of; and it would be strange if it were not shaped like the rest.

5. There is good reason to believe that the earth was once in a fluid state; and if this is true, it must have taken a spherical form. Fluids, when left to themselves, always take a globular form. Let a little water drip from the end of a needle, and show this; or turn a little mercury on a table, or tell the children how shot are made, to illustrate this fact.

6. Men are obliged to allow for the curvature of the earth's surface, in digging canals or making aqueducts. If in an ordinary canal the bottom should be a true plane, the canal would be found to decrease in depth towards its ends, until it would come to the surface of the earth. To keep the curvature of the earth, the bottom of a canal one mile long must be, at one end, about eight inches below the line indicated by a spirit-level placed at the other end.

The roughness of the earth's surface, especially in hilly countries, always presents a difficulty to the conception that the earth is a sphere.

The surface of the earth is, in some places, very rough; mountains rise to a great height, as it seems to us who walk among them, and they are often separated by wide and deep valleys. On this account it is often quite difficult to make pupils think of the earth as essentially a sphere, with all points of its surface equally distant from the center. To children who live on the prairies this difficulty is less troublesome than to those who live among hills and mountains. But the land nowhere presents exactly the surface of a sphere. This is true only of the surface of the large bodies of water; hence, the surface of the ocean, or the *sea-level* as it is called, is taken as representing the true surface of the world, and all heights of the land are generally reckoned from the sea-level as a standard. But the inequalities of the land, even the greatest of them, much as they may impress us, are really very insignificant when compared with the whole mass of the earth. This may be readily shown.

The highest mountains may be taken as rising about five miles above the level of the sea. The distance from the surface to the center of the earth is about 4,000 miles; hence, the greatest of the mountains rise to a height that is only about 1-800th of the whole distance from the surface to the center of the earth. Now, think of the smoothest orange that you ever saw, and you will easily perceive that the roughnesses of the skin bear a much greater ratio to its radius than the highest mountains on the earth bear to its radius; yet these roughnesses do not trouble us at all in thinking of the roundness of the orange. But, if a little animal not larger than the point of a needle, but endowed with our power of thought, were to have his home in one of the little creases of the orange peel, we can easily understand that it might be very difficult for him to conceive of the surface of the orange as the surface of a sphere. He would be like a man or a child living in a valley in the midst of high mountains. By some such illustrations the child can be made to see that the earth is essentially a sphere, notwithstanding the mountains on its surface.

But, when the pupil has fully mastered the idea of the sphericity of the earth, he needs to be shown that this idea must be slightly modified. Explain the meaning of the word spheroid; its termination, *oid*, means having the form of, or like. Hence, a spheroid is a body like a sphere. If I had a ball of putty in my hand, I might press the opposite sides towards each other, and then my sphere would become a spheroid; or, taking the opposite sides in my fingers, I might draw them away from each other, and then my sphere would become a spheroid of another form. The first is called an oblate spheroid, and the last a prolate spheroid. The earth is an *oblate spheroid*,—the sides having the poles in their respective centers are nearer each other than any other sides of the body; therefore, the axis is the shortest diameter of the earth. There are several proofs that this is the shape of the earth. We will give four of them:

1. A pendulum with the same length of rod beats faster as we approach the poles. The attraction of the earth causes the pendulum to beat, and the greater the attraction the faster it will beat. Now, it is known that a body will be attracted by another more powerfully the nearer it approaches the center of the attracting body; that is, provided it continues to remain outside of it. Therefore, as it is found that a pendulum does beat faster as we go from the equator towards the poles it must be that the attraction of the earth is greater. This shows that we are approaching the center of the earth, or that the surface towards the poles is nearer the center than the surface at the equator.

2. A degree of latitude is found, by actual measurement, to be longer as we go toward the poles than it is in the neighborhood of the equator. We have already seen that a degree which contains more miles than another must belong to the arc of a larger circle; hence, the surface is curved less, or is flattened, as we approach the poles. Dr. Lardner says that a degree of latitude 66° from the equator is about 4,000 feet longer than one at the equator.

3. Some of the other planets are seen to be oblate spheroids; and, by analogy, we may

judge that the earth has the same form. The large planets, Jupiter and Saturn, are so much flattened at their poles that it can be seen very readily when they are viewed through a telescope; the flattening of Jupiter amounts to about 1-13th of his diameter, and of Saturn to about 1-11th of the diameter, while in the earth the amount is only about 1-300th of its diameter.

4. There is reason to believe that the earth was once in a fluid, or semi-fluid state; in that case, a revolution on its axis must have given it the form of an oblate spheroid. Such a revolution would, of necessity, give the particles a tendency to fly away from the center of motion, and those farthest from the center would have this tendency in the greatest degree; hence the earth would swell, or bulge out, at the equator. Now, of two globes of different sizes, but making their revolutions in the same time, this tendency would be greater in the larger body; and, of two globes of the same size, but making their revolutions in different times, the tendency would be the greater in that body making its revolution in the shortest time. It is a curious fact that Jupiter and Saturn, which are vastly larger than the earth, also revolve on their axes in much less time than the earth does, and their oblateness is found to be vastly greater than that of the earth.

The poles are about 13 miles nearer the center of the earth than the surface at the equator; or, as we have seen, the flattening at each pole amounts to about 1-300th of the radius. The earth's average diameter is about 7,912 miles; hence the equatorial diameter is 13 miles more, while the polar diameter is 13 miles less than that number. It will be seen that the shape of the earth departs but very little from that of a sphere; and I think that nothing should be said about this matter at first. Let the first conception of the earth be that of a perfect sphere, as it is very nearly; and then modify the conception very slightly when the time for it comes. Illlustrate the very small amount of the variation from a sphere in some way like the following: Think of a globe 10 feet in diameter—measure off 10 feet upon the floor and let the pupil see how large a globe this would be—its radius will, of course, be 60 inches; and 1-300th of 60 inches amounts to 1-5th of an inch only! This is an amount altogether too small to be detected in a globe of the supposed size without rather careful measurement. I suppose most persons who have ever pictured in their minds the shape of the earth at all, have perhaps conceived of it as having the shape of a rather flat orange. The little wooden forms that are found in some of our schools, are very likely to mislead pupils; the oblate spheroid is so flat as to give a very erroneous conception of the shape of the earth; a pupil who should think of the earth as a perfect sphere would have a conception much more nearly correct. Much of our apparatus does more harm than good for a similar reason—there is a total disregard of true proportion; and sometimes it is unavoidable in any apparatus that we can construct.

PRIMARY WORK.

II.

The class of seven or eight pupils entered the room and were grouped about the teacher's desk. He began the lesson immediately by saying, "What is this?" The answer came promptly from all, "A book." The children were then asked to tell something about the book,—to make a sentence about it. Several good sentences were given, such as "You have the book in your hand." Complete sentences were required, and a good one was always commended by the teacher. He then laid the book on the desk, and the sentence "The book is on the table" was drawn from them by questions. After this sentence was given the teacher said, "Now, I am going to ask you a hard question, and I don't know whether you can answer it or not. What word, of all the words in that sentence, shows the *relation* of the book to the table?" The children hesitated, so the teacher said he would let that question rest for a few minutes, and then asked them to notice and tell what he did. With that, he placed the book under the table, and had no trouble in getting from them the sentence, "The book is under the table." This sentence and the former one were repeated several times by the children, as the teacher placed the book, first *under*

and then *on* the table, and, of course, emphasis was almost unconsiously placed on the words "under" and "on." The hard question was then asked again, and easily answered by all of the children: "*On* and *under* show the relation of the book to the table." As soon as these words were discovered, a child was sent to the board to write them, and the teacher set about having them find more words of the same kind,—that is, words that show relation. The book was placed, over, near, etc., to the table.

The difference between *in* and *into* was carefully brought out. It puzzled the pupils considerably. The teacher illustrated by putting the paper *into* the box, but they insisted on saying "You put the paper in the box." He told them that that was a mistake often made by grown people, and tried to draw the right word from them by several illustrations. They could not see it, however, and he had to tell them, as they had spent time enough on that point. After being told, they repeated several sentences in concert: "You came into the room," "You put the book into the drawer."

The difference between *to* and *toward* was illustrated. The teacher moved the book toward a box and asked them to make a sentence about what he was doing. Several came before the one containing the desired proposition: "You move it slowly," "You move it with your hands," etc. At last, as the teacher rejected all these as not what he wanted, although they were true, the right one came: "You move the book *toward* the box." And following this "*to* the box." The distinction was readily seen by the children. He illustrated it further by telling a little girl to stand off a few feet and then come *toward* him; to stand off again, and come *to* him. Care was taken about the correct spelling of *to*.

The children were asked if, to-morrow, they would give the list of relation words that they had discovered to-day. They were all sure that they could, and with that they were dismissed.

On the second day, after a short review of the *relation* words learned in the previous lesson, one of the senior class tried to teach *action* words to the children. She began by asking what a bird can do, and wrote the words upon the board as the children gave them. The actions of a horse were next discussed. Although the pupils were interested, they subsequently showed that they could not recognize *action* words. Had the teacher taught them through the senses, instead of appealing to the memory, the result would have been more satisfactory.

Next day, Dr. Hewett asked the children to name all the *relation* words they could think of, to place objects in different positions, tell what they had done, and pick out the *relation* words used. He then clapped his hands, nodded, winked, etc., and asked the children to tell, in full sentences, what he did, thus leading them to form a clear idea of *action* words, and so rectifying the error of the previous day. The next day another senior undertook to teach *name* words. After having the children give the names of a number of objects, and after writing them upon the board, she spoiled a good thing by trying to show the distinction between proper and common names, thus giving rise to confusion in the children's minds.

In review, the children classified the words they knew in spoken and written sentences.

The following lesson, another one of the class took *quality* words as a subject, and let the children name the most noticeable qualities of a number of objects. She made a mistake in passing too soon to the abstract and trying to get the children to frame a definition for *quality* words.

Dr. Hewett closed the work by writing a little story upon the blackboard, letting the children read as he wrote. He kept imagination at work by pointed questions, as they went along. As they did not recognize the word Samuel, the last three letters were erased, and they thus learned how an abbreviation is formed, and that it should be indicated by a period. In reading, the children used natural inflections, thereby proving that they had clear conceptions of what they read. They classified all the words they thought belonged to the four classes learned, with tolerable correctness and much eagerness.

It may be well to state briefly some of the principles illustrated by this work.

ch step, including the basis of each distribution, by om made and when.

5. (10) Tell what you can of the township school fund.

CIVIL GOVERNMENT.—Time, two hours.

Figures in curves indicate credits for perfect answers.

United States.

1. (10) Give an account of the Colonial and Continental Congresses, stating when and for what purpose ch met, whether loyal or disloyal, and what each accomplished.

2. (10) [*a*] The Articles of Confederation: When and whom framed? When and by whom ratified? When d they become binding on the States? In what respects re they defective?

[*b*] The Conventions of 1786 and 1787: Where d for what purpose was each held? What was accomplished by each?

3. (10) [*a*] How was the Constitution ratified? When s it to go into effect? Why did some of the States thhold their ratification for a time? Which was the st State to ratify it? In what year?

[*b*] Why is the General Government called a vernment of delegated powers? Distinguish between press and implied powers of Congress, and give an stration of each.

4. (10) [*a*] The two houses of Congress: Number of embers in each? By whom elected? Qualifications of embers? Length of term? Vacancies; how filled?

[*b*] Name three things which Congress is forbidden to do. In what ways may a bill become a law thout the President's signature?

5. (10) [*a*] What is the writ of *habeas corpus*? What ovision in regard to its suspension?

[*b*] What is impeachment? How does the nstitution define treason? Has any one ever been und guilty of treason in this country?

[*c*] How are Presidential Electors chosen? Indicate the "order of succession" to the presidency. How g is it fixed by the Constitution?

6. (10) How may the Constitution be amended? What rt of it can not be amended? Mention some parts of e Constitution which have no longer any force? When re the first ten amendments adopted? What is the neral import and object of these amendments? Write e substance of the thirteenth and fifteenth amendents, and give the date of the adoption of each.

Illinois.

7. (10) Write a short essay (not more than a page) on e subject, "State Sovereignty, National Union."

8. (10) How is Illinois bounded on the south? Name e counties which constitute the senatorial district in hich you lived during the past year. How many such istricts in the State? How often is the State apporioned into districts? What provision in regard to the oundaries of districts? How is the "ratio of representation" found?

9. (10) [*a*] What officers constitute the executive department of the State of Illinois? Length of term of ch?

[*b*] Qualifications, length of term, and pay of embers of the General Assembly? When does the neral Assembly meet?

(10) How many Constitutions has Illinois had? When was the present one adopted? What provision does it contain which is radically different from anything in the former Constitutions?

ASTRONOMY.

Figures in curves indicate credits for satisfactory answers.

The first eight questions, Nos. 1-8, are for those who do not make Astronomy an elective; the last five questions, Nos. 9-13, are for those who make Astronomy an elective. Time, for first part, fifty minutes; for second part, one hundred minutes.

1. (5) Define ecliptic.

2. (15) Explain a method of determining longitude.

3. (15) Moon; distance from earth; diameter; time of revolution on axis; time in orbit; nature of surface.

4. (15) Describe Mars; distance from sun; diameter; time on axis, and a fact each about its surface and its satellites.

5. (15) Comets; parts; kinds of orbits; inclination to ecliptic; direction of motion; mass.

6. (10) Method of numbering or naming the stars; define zodiac.

7. (10) Name ten constellations.

8. (15) Explain the supposed form of the heavens, and the arrangement of the stars therein.

9. (20) Explain a method of finding the density of the earth.

10. (20) Why can we never see more than about half of the surface of the moon? Why can we see a little more than half? What contrasts between the surface of the moon and that of the earth.

11. (20) Planetoids; when discovered; facts leading to discovery; size; distance from sun; discuss theories of origin.

12. (20) Describe the phenomena, and explain the causes of meteors and meteoric showers.

13. (20) Explain the several uses in astronomy of the following instruments: Telescope, spectroscope, polariscope, photometer.

GEOMETRY.—Time, two hours.

The first part, questions Nos. 1-5, is for those who do not make Geometry an elective; the whole paper, questions 1-10, is for those who make Geometry an elective. The time for the first part is 50 minutes; for the whole, 100 minutes.

1. (5) Define "angle"; define "parallel lines."

2. (5) Define "regular octagon"; define "trapezoid."

3. (30) Demonstrate that "two triangles are similar, when they have their sides parallel each to each, or perpendicular each to each."

4. (30) Demonstrate that "the area of a trapezoid is equal to the product of its altitude by half the sum of its parallel bases."

5. (30) Demonstrate that "the area of a circle is equal to half the product of its circumference by its radius."

6. (5) Define "right hexagonal prism;" define "oblique square pyramid."

7. (5) Define "spherical segment;" define "lune."

8. (30) Demonstrate that "if a straight line is perpendicular to a plane, every plane passed through the line is also perpendicular to that plane."

9. (30) Demonstrate that "a triangular pyramid is one-third of a triangular prism of the same base and altitude."

10. (30) Demonstrate that "every section of a sphere made by a plane is a circle."

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EDITORS and PROPRIETORS.

NORMAL, ILL., DECEMBER, 1885.

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We want an unlimited number of articles like those in the present edition of THE JOURNAL from Brothers Cox and Bowles. They are the outcome of school-room experiences, and are to the point. Send them in, friends.

By an oversight, a portion of an article in the November JOURNAL has been repeated in this. It is a second pupil's version of an illustrative exercise with the normal school training class, and the discovery was made too late for correction.

The Educational Weekly, Indianapolis, has "united" with *The N. E. Journal of Education.* So we learn, at least, from a recent number of the latter journal. It has united so thoroughly, however, that it has disappeared from mortal view. The "weekly" experiment has not been a shining success in the west, and it is not likely that anyone will have the hardihood to attempt it again very soon.

The pleasing article in the present number, from the pen of our frequent contributor, Prof. Foster, will make an admirable general exercise.

Prof. Foster has sold his interests at Vacaville, and has turned farmer. This fact will not, we hope, prevent our readers from hearing from him frequently. Few teachers are so ready and efficient with the pen, and we desire to express, in this manner, our deep obligations to him.

Superintendent Raab is familiarizing himself with the condition of common schools by the only practicable method—he is visiting them. After his tour of investigation he will have definite ideas respecting the value of county supervision, as he gives a portion of his time to counties in which supervising work has been done, and the remainder to localities in which little or nothing has been done in that direction. The practical manner in which Superintendent Raab has given himself to his official duties is thoroughly characteristic of the man and his methods.

The teachers will soon be crowding the halls and corridors of the State capitol. Let us have a rousing meeting. The executive committe has done its part of the work well and in good time. The topics for discussion are wisely chosen, and leading school people are chosen to start the ball. The programme is not too heavily loaded, and if the session can begin on time there will be ample opportunity for discussion.

E. O. Vaile will present the report of the committee selected last year to report upon a method of nominating a candidate for State Superintendent. There seems to be no place on the programme for the discussion of the report, but doubtless opportunity will be offered. We have small hope of any change in the present method, but we shall see what we shall see.

The normal school question, the woman question, the manual training question,—these and others are to receive attention. With the timely notice given, there is ample time for all who are disposed to take a hand in the discussion to get themselves thoroughly primed for the occasion.

The matter of corporal punishment in public schools is a troublesome subject. In some localities it is positively interdicted by those in authority. In others it is practically prohibited by public sentiment, so that any teacher who attempts to administer it is in imminent peril from the overshadowing majesty of the law. If parents were only ready to discharge their duties in the premises it would be well. There is, to our way of thinking, a good deal of sickly sentimentality manifested by writers and speakers. Par

who would never consent that the law should deprive them of the privilege of correcting their children with the rod, will declaim most vigorously against teachers being permitted to do the same thing. Yet if parents find it indispensable in the family economy, what wisdom is there in denying it to the teacher who is hedged about with little of the potential authority that naturally crowns the parent? Frequent use of the rod is extremely bad anywhere. There will be less occasion for it, however, where there are no public announcements of its prohibition to stir rebellious spirits into an attitude of hostility to good order.

When parents have no need of legislative enactments, with penalties attached for their violation, there may be some propriety in refusing to the teacher the privilege of visiting sharp and condign punishment upon offenders against the good order of the school.

No thoughtful instructor of young children can fail to note the striking differences in their abilities and dispositions. Any system of classification that is possible in our crowded primaries is, at best, strikingly crude. The effort to keep a dozen average beginners in line cannot fail to be attended with disaster to some of them. There is pressing need of the closest scrutiny of first-year pupils. A fair percentage will be found ready for promotion within a few weeks after their admission, and it is gross injustice to oblige them to shorten their steps to the plodding gait of dullards. Children learn from their playmates, and many a six-year-old has, practically, been in school for months before his name is found on the teacher's schedule. To require such pupils to spend the traditional eight or nine months on numbers to ten, or on the first reader, is to run the risk of deadening ambition, of suppressing enthusiasm, and of actual stupefaction.

These thoughts are impressed upon the writer with especial force by his experience with more than a score of beginners, during the last three months. Starting at substantially the same point, they have fallen out of rank into file. The dullest have received most attention, but the brightest have not been restrained. This experience is not unusual. What can be done? The answer is not hard to find. Keep all busy and close to the outer edge of their power. When those upon whom nature has generously bestowed her gifts are nearer to the next class than to the average of their own, let them go forward.

"But that will disarrange our grades." Undoubtedly, dear friends; but let us try to remember that the school is for the child, not the child for the school.

"What is the best thing for John," will be recognized as a familiar expression by all who attended the Central Illinois Teachers' Association, held at Bloomington last March. We desire to call attention to a kind of work for John not touched upon in that discussion. There are plenty of teachers (there were in that association) ready to tell how to teach John reading, writing, and arithmetic; how to adjust any difficulty with his parents in regard to his promotion, how to further his individual interests when in conflict with those of the grade, and so on as long as the intellectual or mechanical is under consideration. But very few are prepared to say how to train John into an intelligent, moral being that shall love truth and right, and shun wrong, who shall regard the rights of his fellow men, and shall live for God, and home, and native land. The demand is made upon our public schools that they shall develop character, train into manhood, teach patriotism, and produce a noble type of citizenship. This demand may be an extravagant one in quantity, but it is certainly not in kind. We may, at least, plant the seed and water the soil that shall produce rich harvests in after life. If properly trained, our boys will come forth from the grammar schools with a foundation of moral character that cannot easily be shaken, to say nothing of the more perfect work that may be done in our high schools and colleges.

The most serious question about John's education has not yet claimed the attention of more than one teacher in fifty. The most pressing desideratum is not recognized. What are you doing for John's *character*? He has been under your influence and instruction a whole year. How far have you looked into his disposition or motives? Do you know any of his best thoughts, his dreams, or

aspirations? Have you observed the outward manifestation of any of John's feelings,—love, pity, sympathy, hate, passion, or selfishness? Have you seen him crowding for a favorite seat, laughing at failures, carrying his sister's books, defending a small boy who has no big brother, knocking an apple out of Susan's hand, or in any way lording it over the smaller boys on the play-ground? How many private conversations have you had with John,—not at appointed meetings only, but occasionally in a social way as he appeared at your desk, or met you in the hall, on the stairway, or overtook you on the way to school? Children overtake the teacher who is sociable and agreeable in private. Has John an idea? Has he a purpose or a future? There are a hundred different avenues to John's heart, and you must enter in and sup with him if you would know his aspirations, his affections, or his idols.

The true teacher has a genuine reverence for the peculiarities of his pupils. These he studies not to level down or eradicate, but to develop into a harmonious individual. We have seen teachers who so much desired to reproduce themselves that they were copying machines of self. When such a teacher fixes himself on the pupils of a school there is a whole-souled oneness of purpose. Think of such a spiritual father with a whole school of adopted children, soon to be given over as the individual heritage of the next itinerant pedagogue.

But John is before us, and we are, in a great measure, to furnish the conditions for the proper unfolding and growth of his character. This is the serious part of a teacher's work, and he who feels not the need of more than human power and skill has never realized the task before him. It is easy enough to teach morals by the lecture system, but that will not develop a character. The wise teacher is more concerned about what he will draw out than he is about what he will put in. John's character is closely folded, and its secret springs are deeply hidden from the cold and formal disciple of mechanical education. Few teachers realize the importance of moral training during the early years of school life. Some one calls it the age that never forgets. Sacred truth must be planted in the soil of innocence.

In the primary department is the place to begin. The soil is rich and mellow for the first planting, which strikes the deepest roots. The masks have not been drawn over the open and sweet countenances, the morning sky is clear and blue, and the bow of promise is yet undimmed.

BOOK TABLE.

THREE MONTHS' PREPARATION FOR READING XENOPHON. By James M. Whiton, Ph. D., and Mary B. Whiton, A. B. New York: D. Appleton & Co., 1885.

This is a little book of ninety-four pages, designed for that class of students who are unabled or disinclined to spend the time on a preparation for reading Greek which a more critical scholarship demands.

It is modeled after "Whiton's Three Months' Preparation for Reading Cæsar," and should be as popular in its place as that. A very large portion of the book is devoted to the verb, vocabularies are few, intentionally the authors state that the mind, full of new facts, may not be compelled to acquire many new words. Some restriction is desirable, but in this case it seems to have been carried to an extreme, There is great clearness of statement throughout, and some attempt at the inductive method of study so well carried out by Prof. Tetlow in his Latin Lessons. This book *mastered* will probably furnish sufficient knowledge of grammar for admission to many of our colleges. The references are to Goodwin and Allen's revision of Hadley.

LESSONS IN HYGIENE. By Dr. John C. Cutter, Professor in the Imperial College in Japan. J. B. Lippincot & Co., Philadelphia.

This book is exactly what it purports to be—a book of lessons upon securing and maintaining the health of the body.

It contains but little of structure of physiology, but gives 180 pages of neatly arranged matter under appropriate headings.

Each of the great topics,—bones, skin, muscles, blood, respiration, digestion, and others,—is carefully examined as to what tends to health, or leads to disease. Emergencies are classified, and full and varied directions are given for their management.

The author has written upon the all-important topics of foods, water, sedatives, and stimulants, from the standpoint of a physician.

The teacher of the primary or of the high school will find in this book, briefly and tersely said, that which will take hours to find in larger works, if found at all.

THE GREEK PREPOSITIONS, studied from their original meanings as designations of space. By F. A. Adams, Ph. D. New York: D. Appleton & Co., 1885.

An attempt is here made to reduce to the comprehension of the ordinary student the Greek Preposition. Surely there is a field here, for what a tangle they are to the beginner or, for that matter, to some not beginners. Very few, we take it, can see any reason for the

derivative force, or the peculiar meanings given to compound verbs by the prepositions.

Each derived meaning, and each verb must be learned by itself. This little treatise will go a long way toward removing this difficulty in the study of Greek. The author starts out with the words for, up, and down, primarily adverbial. Upward motion has four peculiarities: First, it starts at the earth; secondly, it is into the pathless air; thirdly, it is against a constant power in nature; fourthly, it will end and return.

Of motion downward, it is true that it has no definite point of starting, that it is natural, that it ends with the earth, and that it remains where it stops. From these postulates, the author successfully explains the derivative meaning of the prepositions by themselves, and in composition. The same method, in general, is pursued with the other prepositions. The book must prove helpful.

ADVANCED COURSE OF COMPOSITION AND RHETORIC By G. P. Quackenbos, LL. D. Revised and corrected by John D Quackenbos. New York: D. Appleton & Co., 1885.

Among the numerous text-books upon rhetoric which have recently appeared, the revised Quackenbos is well worthy of attention. For more than thirty years the original work has well sustained the test of school-room use, and few books have been more highly esteemed by teachers of experience.

The work of revision has been thoroughly performed by a competent hand. The best results of modern scholarship are particularly exhibited in Part I, the revised history of the English language. The chapter on rhetorical figures has been enlarged, and fresh illustrations supplied. The lesson upon "Common Miusages" is eminently useful, while that embracing "Miscellaneous Examples," in which are blended blemishes and beauties, will afford a practical test of the critical power of the student who is supposed to have mastered the essentials of style and the principles of figures.

Practical educators will differ widely as to the expediency of trying to crowd so much into a single work, but none can doubt that this book, since its revision, will afford satisfactory results in the hands of a competent instructor.

THE MAGAZINES.

THE ATLANTIC MONTHLY for December:

This popular magazine comes, as usual, in advance of the others. The serials are up to the high-water mark. "The New Portfolio" ends its "first opening" in a most satisfactory manner. Charles Forster Smith has an article on "Southern Colleges and Schools;" Horace E. Scudder contributes an article on "Childhood in Modern Literature and Art;" John Fiske continues his series on "The Idea of God;" Edmund Noble has a very interesting article on "Life in St. Petersburg;" an article on Agassiz, a short story, the book notices, etc., fill a very interesting number. To the old ATLANTIC readers, nothing can take the place of this admirable magazine.

THE POPULAR SCIENCE MONTHLY for December:

The opening article is by the Count Goblet d'Alviella, on "The Scientific Study of Religions." In the second article Prof. D. C. King describes the organization of the "Postal Savings-Banks" of European nations, and considers the applicability of the system to the United States. Mr. Charles P. Howard explains—readably, and with the help of beautiful illustrations—the principle of "The Refracting Telescope," with especial reference to its adaptation to the peculiar properties of undulatory light. Prof. E. L. Youmans, who has tried the place, gives his estimation of "Thomasville as a Winter Resort." In his American Association address on "The Spirit and Method of Scientific Study," Prof. J. P. Lesley enforces the virtues of patience and humility upon persons engaged in that pursuit. In "The Social Life of Arctic Birds," Dr. A. E. Brehm practically exemplifies how a naturalist may be at the same time a poet, and have an eye to the romantic, and yet not cease to be exact in research. Mr. Charles Morris has a paper on the evolution of "Neuter Insects." In "Mason's Interpretation of Carlyle," a view of the great censor of our times, opposed to that of Mr. Froude, vastly more pleasant, and, we believe, more correct, is given. "The Uniformity of Nature" is considered by the Bishop of Carlisle, one of the clearest headed of the theologians who have given attention to scientific questions.

New York: D. Appleton & Co. Fifty cents a number, five dollars a year.

THE READING CIRCLE.

The Madison county Reading Circle had an enrollment of more than fifty October 1. The Board of Managers met October 3, to consider ways and means of enlarging the membership.

The Manager of the Illinois Teachers' Reading Circle, E. A. Gastman, Decatur, respectfully requests that all Circles report to him before December 20, so that he may give full credit to every county in his report to the Illinois State Teachers' Association, in Springfield, on Wednesday evening, December 30.

A local Reading Circle was formed in Edwardsville, under the direction of the secretary of the County Board of Managers, Arthur Oehler, of Marine. M. P. Linn was selected as chairman, and Miss Anna Kern, a teacher in the Edwardsville schools, secretary. The Circle met on October 17, for the commencing of work for the year. A large Circle is anticipated here.

In accordance with the general progress of the Illinois Teachers' Reading Circle, the managers for Putnam County, viz., J. H. Seaton, superintendent of schools, W. D. Edmonds, of Hennepin, Frank Skeel, of Granville, and J. E. W. Morgan, of Magnolia, met at Mr. Seaton's office November 21, and organized by electing Mr. Seaton president, and Mr. J. E. W. Morgan, secretary. Local circles have been organized at Granville and Magnolia, numbering respectively ten and

fourteen members. Hennepin will commence the work soon, and then our county will have wheeled into line.

The Rock Island County Board of Managers recommend to the teachers of their County the following divisions of the work of the year:

Barnes' General History:—1st month, p. 45; 2d month, p. 88; 3d month, p. 125; 4th month, p. 158; 5th month, p. 205; 6th month, p. 241; 7th month, p. 270; 8th month, p. 313.

Hewett's Pedagogy:—1st month, p. 38; 2d month, p. 80; 3d month, p. 116; 4th month, p. 140; 5th month, p. 138; 6th month, p. 180; 7th month, p. 204; 8th month, p. 221.

Physiology:—1st month, the Ear; 2d month, the Eye; 3d month, the Eye as an Optical Instrument; 4th month, Circulation and Circulatory System; 5th month, Digestion and Digestive Apparatus; 6th month, the Brain; 7th month, Nervous System exclusive of the Brain; 8th month, Touch, Taste, and Smell.

They have concluded to omit the school law this year.

HISTORY.—FOURTH MONTH.

Barnes' General History, pp. 109-135.

FIRST WEEK.

The Chinese. 1. Antiquity of the nation; Ching Wang and the Great Wall; ultimate triumph of the Tartars. 2. Isolation, and its results; visit of Marco Polo. 3. Chinese literature. 4. The religions—Buddhism and Taoism; Confucious (Kong Fu Tse) a philosopher rather than a false prophet; his Silver Rule compared with the Golden Rule of the Saviour.

SECOND WEEK.

The Greeks. 1. The earliest seat of Western civilization; difference between the Western and the Eastern civilizations. 2. Geographical features of Greece, and their influence on the Greeks. 3. The Greeks a *people* rather than a *nation*; their origin; bonds of union. 4. Legends; the Argonauts, and the war of Troy. 5. The return of the Heraclidæ, compared with the return of the Israelites to Canaan. 6. Greek colonies. 7. Divisions of Greece.

THIRD WEEK.

Athens and Sparta. 1. The kingdom of Sparta; Lycurgus and his laws; results of his system. 2. The republic of Athens; Draco and his laws; Solon and his laws. 3. The tyrants, or kings; the triumph of democracy. 4. The first Persian expedition; its failure. 5. The second expedition; the defense of Greece; the battle of Marathon, which "saved the civilization of the world." 6. The effect of this battle on Greece; on Athens; on Sparta; on Miltiades. 7. Themistocles and Aristides; the system of ostracism; its injustice.

FOURTH WEEK.

The third Persian expedition. 1. Magnitude of the undertaking. 2. Sparta's first part in the war; Leonidas and Thermopylæ. 3. The Athenian victory at Salamis; the fleet the Wooden Wall of the Athenians; the flight of Xerxes. 4. Final conflicts. 5. Results of the war.

CHICAGO NOTES.

My Dear Journal—Owing to the liberal policy adopted by the Chicago board of education for the past three or four years, thousands of pupils were agreeably surprised on the 7th of September to see the great improvements made in their school buildings. Not only have calcimine and paint been liberally applied, but special attention has been given to improvement in lighting, ventilation, and heating. Some buildings, notably the old Brown and Foster, have been entirely remodeled. These improvements are due in no small degree to the broad views and fearless action of James R. Doolittle, jr., the retiring president of the board. It is safe to say that the duties of the office have rarely, if ever, been so efficiently performed as by Mr. Doolittle, and his failure of re-election is regretted by every teacher in the city.

The first important meeting of the year was that of the Institute of Education, As president of the Institute, Mr. Howland delivered his sixth annual address. The meeting was made public to the city and county teachers, and the First M. E. Church was filled to overflowing. Mr. Howland's subject was "In the Schoolroom." His paper teemed with sterling good sense and practical suggestions; nor was it wanting in brightness. Certain parts of it would have warmed the temper, if not the hearts, of routine parsing teachers. Mr. Howland is a royal teacher, a royal superintendent, a royal man.

Gen. Prentiss, the lecturer at the panorama of the battle of Shiloh, appeared before the first regular meeting of the Principal's Association, and spoke of "Some of the Mistakes of History." The principal one seemed to be that he, Gen. Prentiss, was not taken prisoner at the beginning of the conflict, as is usually stated, but that he and his division began and ended the battle. He also stated that it was the greatest battle of the war; that if the result of the battle had been in favor of the Confederates, slavery would still be in existence, and that a greater percentage of men were killed and wounded than in any other battle in the history of the race. Also, that school children would be admitted to the panorama at fifteen cents each. Mr. Krauss, the successor of Mr. Doolittle, appeared at the meeting in order to lay down a little law to the principals. As it was the first time he had ever favored the Association by his presence, no little interest was manifested. He informed the meeting that if he caught any principal or teacher decorating the walls of a school-room by means of pictures, purchased by the children, such heinous delinquency would be considered equivalent to a resignation. He did not believe in raising money through means of entertainments for library purposes. Some other liberal views were expressed. It reminded one of the days of auld lang syne, when another eminent Teutonic president of the board found his chief recreation in trying to browbeat these same poor principals. Somewhat different was it from the manly courtesy of the retiring president.

On the same day was held, in the First M. E. Church, the first meeting of the year for Cook county, which means Cook county less Chicago. Principal Baker, of

Evanston, the president of the association, read an interesting paper upon "Misdirected Efforts in the Schoolroom." It was followed by a lively discussion, which the president found difficulty in shutting off in order to allow time for Supt. Albert Lane's report on "Reading Circles." He reported in favor of adopting the general course of the state committee, with some additions. Thirty provisional leaders were appointed to organize circles in different parts of the county. These leaders met at Supt. Lane's office, when outlines of the following subjects were presented for their consideration and guidance: "Pedagogics," by Col. F. W. Parker; "History and Literature," by Miss Alice Judd; "Science," by Principal Wm. C. Payne; "Arithmetic and English," by Principal O. T. Bright. After Saturday's meeting, it is expected that the organization of reading circles will proceed rapidly.

Mr. Andrews is quietly at work at Oakland, and the heavens are still aloft. The high school at that place is larger than ever before.

The Cook county normal is full to overflowing. Of that more anon. Yours truly, X. Y. Z.

ILLINOIS NORMAL.

Mr. Snapp, who went home on account of sickness several days ago, has returned.

Miss Fell's Cæsar class was very pleasantly entertained at her home, Friday evening, Oct. 31.

Prof. McCormick spent a day recently with Supt. Miller, visiting country schools in McLean county.

Prof. Cook will lecture to the teachers of Warren county at Roseville, Nov. 28. He is also booked for a lecture at Gardner, Dec. 5.

The study of words, roots, and their derivatives is made very interesting in the general exercise of the normal department this term.

The capers of the subtle sunbeam have been puzzling the philosophy class for several days. Give us light (the white light of reason), more light!

Dr. Hewett delivered a lecture before the teachers of Stephenson county and citizens of Lena, Oct. 31. He also lectured in Hennepin, Nov. 20.

Friday, Nov. 13, the school was given a half holiday, while the faculty held an interesting conference with Messrs. Gastman, Walker, and Cope, who had been visiting the school as a committee of the Board.

Prof. Metcalf spent four days recently in attending the county superintendents' meeting, held in Decatur, and in visiting schools in Macon county, accompanied by Supt. Trainer. He reports a very interesting time. In response to an invitation from Supt. Raab, he addressed the superintendents' meeting on the subject of county examinations.

SOCIETY NOTES.

Forward the light brigade! The contest deepens. Hie away and Watt's the matter now? The following are matched in dubious strife for the annual contest; the Wrightonians lead: Oration, John Fleming, R. E. Hieronymus; paper, Anna Hopkins and Jennie Balthus, Alice Chandler and Mattie Harris; vocal music, G. W. Reid, Adna Smith; instrumental music, Alma Walker, Lillie Stetson; debate, M. L. McIntyre and Fred Jenkins, Amos Watkins and Lewis Rhoton.

Misses Lampe and Kimball, members of Section A, tendered their class a reception at the home of Miss Kimball, Friday evening, Nov. 20. A feast of good things was spread, followed by toasts upon various topics of deep interest to Section A. R. E. Hieronymus performed the part of master of ceremonies with great taste. Wit and humor were not wanting. There is also forecast of much gallantry in the coming seniors,—not a lone star-gazer presented himself. A new game called "Jug" was heartily indulged in by some of the more sober members.

The leading exercise given in the Wrightonian hall this term is a debate in which four members of the faculty participated. The following is the resolution discussed. Resolved, "That a lawyer is justified in defending a bad cause." Affirmed by R. R. Reeder and Fannie C. Fell. Denied by Helen A. Dewey and Lizzie P. Swan. Mr. Reeder began the discusssion by defining "a bad cause." He ably defended the question from his standpoint in short, terse sentences. In his closing speech he began by reciting a sublime poetic quotation, but soon discovered that he was off the question, and thereupon hauled down his sails, concluding to drift, but the president could not prevent him giving a peroration. Miss Dewey put her construction on the phrase "a bad cause," and debated it accordingly. This lady grew quite rhetorical at times, which called forth bursts of laughter. Miss Fell spoke in a firm and decided manner, keeping clear of the rocks of her opponent's speech. Miss Swan addressed the audience in a quite, inoffensive style, naturally swan-like. The degree of facility with which some of the speakers could drop from the sublime to the ridiculous was very amusing. At times considerable of a schoolboy disposition was manifested, by a flat contradiction of their opponents' speeches, while at other times their sentences were "in linked sweetness long drawn out."

STATE NEWS.

ST. CLAIR COUNTY.

The St. Clair County Teachers' Association met at O'Fallon, Oct. 24. An excellent program was carried out, and it was a very successful meeting. The next meeting will be held in Bellville, Dec. 12.

All true friends of education are glad to hear that the new normal building at Carbondale is "going up." There is quite a number of teachers in this county who have attended the school, and they are doing good work.

The schools of St. Clair county are in better condition than ever before. Supt. Dapprich has been visiting them, giving the teachers words of encouragement and advice, and we are confident that his visits will accomplish much good.

Quite a number of local reading circles have been organized in the county; one each in Belleville, Mascoutah, Freeburg, Lebanon, Caseyville, O'Fallon, Rock Springs, and Marissa. The Belleville circle contains about twenty member. Mr. D. N. Elliott is secretary. Mr. E. L. Waggoner is secretary for the county.

KANKAKEE COUNTY.

The city schools opened Sept. 7, with a full attendance.

During the summer vacation all the school buildings were put in excellent condition, and everything made ready for a year of good school work.

There are several new teachers in the village schools of the county, among whom are W. H. Martin, at Manteno, A. J. Smith, at Grant Park, and L. S. Rowell, at Momence.

The county association held the first meeting of the year at the high-school room, Sept. 19. There was a very good attendance, and the association reorganized by the election of officers for the ensuing year.

At the county fair the Kankakee schools received several first premiums for examination work, and the high school a diploma for the exhibit of the zoological and botanical collections of last year. Many of the country schools made very creditable exhibits of examination work. Great interest was manifested by those who attended the fair in the exhibition of school work.

The normal drill, held during the last two weeks of August, was attended by about fifty more teachers than in previous years, and they all manifested much interest throughout the entire session. Supt. Raab was present one day, and gave an interesting and instructive lecture. This was the thirty-eighth normal he had addressed during the summer. Prof. Lewis, of Hyde Park, was one of the instructors again this year, and his work was as well appreciated by the teachers of the county as ever. Prof H. D. Hatch, of Moline, spent two days instructing the teachers with reference to making their own writing charts, and illustrating his method of teaching penmanship. F. N. T.

WARREN COUNTY.

The county superintendent is this county will soon commence the work of visitation in the schools.

Monmouth College was represented at Inter-Collegiate contest by T. H. McMichael, who stood second, first place being given to the representative from Chicago.

One school district in the county had in it but three children that would attend school in the fall. They have no fall term. Another district will have no winter term.

The Cameron school has usually had a male teacher in charge of the higher department. Two ladies, Miss Regnier and Miss Boggess, are doing satisfactory work this year.

The scholars of a school in the south part of the county welcomed their teacher, who returned to them after teaching a year elsewhere, all in their places and ready for work.

The interest in the Teachers' Reading Circle is working up slowly. The central committee of the county are arranging to prepare outlines of the different subject for publication in the *School Chronicle*. They will use in history the outline published in the ILLINOIS SCHOOL JOURNAL, and in school law that prepared by W. L. Pillsbury, Asst. State Supt.

The Warren County Teachers' Association will meet in Roseville, Friday and Saturday, November 27 and 28. Miss Taylor, from Galesburg, is expected to be present and give plans in Kindergarten work. John W. Cook, of Normal, Ill., is also expected, and likely John Trainer, of Macon county. A number of the leading teachers of our own county will prepare to discuss the different departments of school work.

PERRY COUNTY.

Hon. B. G. Roots is hard at work in his home school.

S. L. Johnson is principal at Steelesville, and doing well.

Several from Perry county will attend the State meeting at Springfield.

Prof. Elmer Bishop, the new principal at DuQuoin, is doing excellent work.

Prof. John D. McMeen and an able corps of assistants are making Tamaroa a good school.

Decoration and Arbor Day is observed generally now in this county. The 13th was set apart as such a day this year.

The County Superintendent attended the sectional meetings held by State Superintendent Rabb, at Carbondale and East St. Louis. He reports that these are very profitable meetings.

About fifty of our teachers are reading the course laid out by the Reading Circle managers. County Superintendent Dapprich will address the association at Pinckneyville on the 28th of November. Some of the topics to be discussed are: "Penmanship," "Intellectual Arithmetic," "Preliminary Drill," and "Written Work."

JO DAVIESS COUNTY.

It is reported that Father Brand has been recommended by Col. Vilas for postmaster at Galena.

Superintendent Brand has sold his store and will devote his entire time to the schools of the county, in accordance with the new statute.

Miss Sophia Barry, who for five years was teacher of Latin and German in the Galena high school, is attending the State Normal this year.

The Warren high school numbers seventy, with six in the senior class. Special attention is being given to rhetoricals, objective, and experimental work in science. The Warren schools are improving.

The school library continues to grow, numbering at present 950 volumes. The library committee and superintendent have arranged for a lecture course, the proceeds of which are to go to the school library.

W. H Goodall has made a favorable opening as principal of the Warren schools. He is a young man of more than ordinary enthusiasm. He opened the lecture course in Warren and is on the role as a lecturer this winter.

Unusual interest has been awakened by Miss Kate McHugh, Galena, in her class in Natural History. Almost all the varieties of birds and fishes found in this locality have been studied from specimen, analyzed, classified, and described. The pupils have learned taxidermy, and a large number of birds have been prepared.

The first meeting of the Jo Daviess County Teachers' Association was held at Warren on the last Saturday of October, with a fair attendance considering the inclemency of the weather. The objects of the association were presented in a well-prepared paper by Miss Josie McHugh. The first object is to improve us in our profession. After ably discussing this topic, Miss McHugh clearly set forth the need of a broader culture on the part of the teacher; that this can be secured only by a systematic course of reading. The teacher should have the power to awaken the desire of knowledge in the minds of his pupils. To do this he must have a burning desire for knowledge himself. The paper received a free discussion and a hearty endorsement by Principal Goodall, of Warren, Principal Stillwell, of Apple River, and Principal Edward Weirick, of Nora.

"Primary Reading" was presented by Miss Mary Warner, who has charge of the primary room in the Warren schools. Miss Warner illustrated her method with a class exercise. The picture of a tree with a bird's nest in it was drawn upon the board. The words and sentences given by the pupils in response to questions from the teacher, were written on the board, which constituted the reading and language lesson.

Mr. W. H. Goodall, principal of Warren school presented, in a few impromptu words, the purpose of the Reading Circle, after which reports were given from the various circles represented.

Mr. Edward Parker, of Yankee Hollow, made a practical talk on the needs of the Reading Circle, and stated that their circle was in process of organization. Miss Cora Larger, of Elizabeth, who came over twenty miles to attend the association, gave a favorable report of the work done by Elizabeth Circle. Miss Eva Brand reported for Galena.

Some discussion was had as to the best means and methods of promoting the cause of the Reading Circle. Much interest was awakened on the subject, and it is thought that the local circles will be largely benefited therefrom. Mr. Edward Weirick, principal of the No[illegible]

schools, by persevering efforts, organized a circle of his teachers and those in the vicinity of Nora, while at the association. If every town had a leading teacher as full of professional zeal as Mr. W. there would be no difficulty in organizing local circles.

The Association decided to hold four sessions during the year, dates being on the second Saturday of October, December, February, and April.

The following officers were elected for the current year: President, O. P. Bostwick, Galena; vice-president, W. H. Goodall, Warren; secretary, C. D. Stillwell, Apple River.

The next meeting will be at Apple River, on the second Saturday of December. SCRIPTOR.

BOONE COUNTY.

The schools of Boone county are receiving a new impulse.

The last meeting of Boone county Teachers' Association at Belvidere was very interesting though slimly attended. J. C. Zinser, principal at Capron, Prof. H. W. Wood, North Belvidere, and others are active workers.

Elizabeth Wright, of Winnebago, is principal at Poplar Grove, Boone county, J. C. Zinser at Capron, Harly Holt, of Winnebago, at Roscoe, and Prof. H. W. Wood has taken hold of the work at North Belvidere with his usual energy, and is doing a good work there.

Superintendent H. J. Sherrill is inaugurating a series of meetings in Boone county which promise to be very helpful. They will follow in a great measure the plan adopted by some other counties that are taking up the work of the Reading Circle. No live teacher in Boone county should miss these opportunities for improvement—the best yet offered. Mr. Sherrill was elected by the county board to fill vacancy occasioned by the removal of Julia Eaton Clark to Aurora. He is bringing to bear on the work a sound judgment and the experience of many years as a teacher.

The Boone County Teachers' Association met in the North Belvidere high school room, Saturday, October 3. The attendance in the morning was small, and in the afternoon about thirty teachers were present. The following programme was carried out: Geography, by Mr. W. H. Wood; Arithmetic and Reading, by H. J. Sherrill; Primary Language, by Miss Alice Fox; History, Miss Lenore Franklin. This was followed by the Reading Circle review in Egyptian History, conducted by Miss Carrie A. Longley.

After attending to a few business matters the Association adjourned, having passed a pleasant and profitable day.

WHITESIDE COUNTY.

Our superintendent is pushing the Reading Circle and the teachers are taking hold. Two branches have already voted to organize and the others will no doubt do the same. All such questions are usually purely questions of *steam*.

Before the summer normal adjourned one or two of our branch institutes had organized and arranged a programme for the year's campaign. A few meetings have already been held with bright prospects for a prosperous year.

Our summer normal registered 230 teachers—the largest number ever in attendance before at any normal in Whiteside county. Each year seems to bring renewed interest, better work, and better results. We have no place for a drone. Superintendent Hendricks has a good word for every enterprise calculated to advance the cause of education; attends strictly to his own legitimate business, and is doing it with a vim worthy of emulation.

The school exhibit at the fairs held in our county was unusually fine—more entries and better work than ever before presented. Eight graded and twenty-five ungraded schools were represented. The following premiums were awarded:

GRADED.

Sterling: First Ward, one first, and two second premiums; Second Ward, four first and two second; Third Ward, one first, and four second; Morrison, one first; Prophetstown, one first and one second.

UNGRADED.

Como, three second premiums; Galt, one first; Talbot, four first, and two second; Jordan Center, one first; Salem, two first; Woodlawn, four first, and three second; Langdon, one second; North Star, two first, and one second; Leon, one first; Woodside, one first; Unionville, one first; Hiddleson, one second; Center, one second; Liberty, one first.

The prizes include the sweepstake premiums, and few schools were represented only in that way.

The school parade of 2,000 children, representing 31 different schools, each school carrying a beautiful banner, was a sight worthy to be photographed in the memory forever. Any enterprise of an educational nature which hopes for success and at the same time ignores public schools simply makes a mistake. The only trouble now, as far as our fairs are concerned, is, that there is danger of school matters being run to excess. The address delivered in the amphitheater at the close of the school parade is highly spoken of by all who heard it. W. W. K.

BUREAU COUNTY.

Few changes were made in the schools this year. Sheffield and Walnut have new principals.

Miss Minnie J. Morrison, of Tiskilwa, is one of the few teachers in this county who understand sand and clay moulding, and can make it practical in teaching geography.

Mr. Benjamin Smith receives the highest wages paid in the county for a country school,—$65 a month. Mr. Smith is a wide awake young man, and a graduate of the N. W. Normal, at Geneseo.

The Reading Circle is not received with very great enthusiasm, but it is reasonably sure that at least one hundred teachers will be at work before Christmas. Social circles have been organized at Walnut, Arlington, Buda, Milo, and Tiskilwa.

The County Institute met at Buda, October 31. New officers were elected, and the general plan of the year's work decided upon. It is not desirable to follow the same as last year.

Our schools will never attain a very high degree of excellence until teachers know more of the theory of education, and have well-defined ideas of the "How" in school work. To know the multiplication table is not sufficient. The Reading Circle ought to be a help in this direction. O.

MOULTRIE COUNTY.

Supt. Peadro is pushing the Manual.

Miss Mary Brown began her first school on October 19.

Supt. Peadro is very busily engaged in visiting schools. His reports are very favorable.

The Board of Education of Sullivan has had the school grounds tiled. This improvement was very much needed, and cost about $100.

The Reading Circle is on the upward tendency. Several Circles have been formed recently,—one of a dozen or more members in Lowe township. Let this good work go on.

Miss Allie McCaig, one of Moultrie's successful teachers, was married to Mr. Wm. M. Majors, of Mattoon,

southeastern part of the county. They are Wm. E. Lehr, of Marine, Werner Stille, of Highland, and Theo. Adelmann, of St. Jacob.

Supt. G. F. Miner, of the Edwardsville schools, made quite a lengthy report to his patrons last month. Many good points were presented. The report shows 1,053 pupils in this district, 521 of these attending during the month of September.

James Squire, our worthy superintendent, is busy visiting schools in different parts of the county. He has several circulars issued, requesting information from the School Boards of the county essential to his report to the State Superintendent.

Madison county congratulates itself upon having a fine system of graded schools. Such teachers as Profs. Geo, F. Miner, Wm. E. Lehr, H. H. Keebler, Werner Stille, R. A. Haight, O. D. Oberlin, H. T. McCrea, W. G. Sweeney, A. M. Powell, J. W. Wells, Theo. Adelman, Arthur Oehler, and others, are ornaments to the teaching force of the State.

The pupils of the highest room in the Marine school have resolved themselves into two Literary Societies, the Alpha Zeta and the Clionian. They have their exercises alternately Friday afternoons, and a great deal of interest is manifested. Exercises of the character that such societies afford, should be more general in our public schools, for besides being entertaining, they are very profitable, and of great value for the future career of the pupils.

The Teachers' Executive Committee held a meeting in the circuit court room at Edwardsville, on Saturday, October 3, with president M. P. Linn in the chair. The Committee decided to conduct a county comparative examination of all the schools in the county the first week in December. The schools are classified as graded and ungraded, and questions will be arranged by the Committee accordingly. Full instructions to the teachers will accompany each set of questions, and should be strictly adhered to. The teacher can not be too particular about exhibiting the questions before the time for examination. A uniform school card, for a term of nine months, has been adopted and issued by the Committee and the county superintendent will send them to all ungraded schools for the reports of pupils.

There will be a meeting of high-school principals in Ottawa, Dec. 18 and 19. The purpose is to effect a permanent organization for the more complete specializing of their work. Reduced rates on railroads have been secured for the occasion.

The Southern Illinois Teachers' Association held its sixth annual session in Greenville, Ill. The attendance was large, and much enthusiasm was manifested. The meeting was attended by many of the leading teachers of the State, and will be remembered as one of the best meetings of the organization.

Prof. J. W. Heninger, president of the Association, deserves great credit for his efforts in the interest of the Association. The idea that the organization was losing ground is successfully contradicted by the interest and enthusiasm of this meeting. The papers were well prepared, and the discussions animated. The membership was more than doubled. Telegrams and letters of regret were received from many absent members. Ex-State Supt. Slade was chosen president for the coming year, and DuQuoin for the place of the next meeting.

The following railroads have agreed to return delegates who attend the meeting of the Teachers' Association at Springfield, December 29–31, for *one-third* fare: Illinois Central, Chicago & Alton, Wabash & St. Louis, Ohio & Mississippi, Jacksonville & Southeastern, Cairo Short Line, Vandalia Line, Peoria Decatur & Evansville, and Chicago & Eastern Illinois. The I., B. & W. Ry. will sell round-trip tickets at a reduction during the holiday season, which may accomodate some. The Chicago & Alton also announces that it will sell round-trip tickets over its lines on account of holidays, good to return till January 2, 1886. Although no other lines make mention of excursion rates, it is presumed that the two here named do not stand alone. Teachers may save time and trouble, possibly, by purchasing excursion tickets, if sold, at the place of starting. The hotels at Springfield will entertain delegates at reduced rates, as follows: Revere House, $1.50 per day; St. Nicholas Hotel, $1.50 each per day, two in a room, or $2.00 a day, single; Leland Hotel, $2.00, $2.50, or $3.00 per day, according to location.

Our correspondents will please note that we are running several columns extra. Notwithstanding this fact, we have been obliged to omit considerable matter on account of running the "Directory" last month. We hope that next month will bring us up to date.

PUBLISHERS' NOTES.

There is a great demand for kindergarten material and devices for primary teachers. Examine the "ad." with the wheelbarrow.

The Merriams have added a new feature to Webster's Unabridged,—a new Pronouncing Gazetteer of the World. This dictionary comes very near being a whole library.

Every young man and woman should have the benefit of the thorough course of training given at H. B. Bryant's Chicago Business College. The discipline will be helpful in any position of life.

With pleasure we call attention of our readers to the "ad" of the Mutual Reserve Fund Life Association in another column. The unprecedented success of this association is good proof of its superior advantages. Those who desire absolute indemnity at the actual cost (and who does not), would do well to secure a certificate in the Mutual Reserve Fund, as we ourselves have done.

We believe it will be to the advantage of every teacher, principal, and superintendent in Illinois, to read the advertisement of the Bloomington Rubber Stamp Works, on page 207 of this issue. We have had dealings with this establishment upon several occasions, and have found them to be reliable, and send out none but good work. Read their "ad.," and avail yourself of the advantages of their SPECIAL OFFER to Teachers, etc.

TEACHERS' HOLIDAY EXCURSION TO NEW ORLEANS.

Every teacher within 40 miles of Normal and Bloomington has heard of the very pleasant Illinois Central Teachers' Excursion of last year, and many of them, I am sure, will be pleased to know that this Company will run another "Teachers' Holiday Excursion to New Orleans," leaving Bloomington at 3:17 p. m., December 23, and returning, arrive at Bloomington Saturday, January 2, 1886, giving *eight full days* at New Orleans. Furnished rooms have been engaged at "Hotel Royal" and the "St. Charles Hotel," at $1 per day. Excursions will be made from New Orleans to points in and about New Orleans. A stop of a few hours will be made at Jackson, Tenn., giving Northern teachers an opportunity to visit the white and colored public schools of that city. Christmas will be spent at New Orleans, and everybody may expect a jolly time. For "Pen Points from the American Exposition" and "Teachers' Excursion Circulars," apply to the undersigned, at Manchester, Iowa.

J. F. MERRY,
Gen. Western Passenger Agent.

The Brockway Teachers' Agency advertised in our columns refers to Supt. Howland, of Chicago, Prof. Phelps, Winona, Minn., Adj. Gen. Elliot, Springfield,

and others. This agency furnishes a very convenient means of communication between teacher and employer.

Universal monthly school report cards; reports with envelopes, one pupil one year, 1 cent. School clocks, nickel finish, 4-inch dial, one day, $1.50. Call bells, $1. School chromos, 10 to 40 cents per doz All above by mail. Webster's Unabridged Dictionary, latest, by express, $9.50. Address,

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JOHNSON'S NEW GENERAL CYCLOPÆDIA.

Messrs. A. J. Johnson & Co., of New York (western office, M. T. Brown, Davenport, Ia.), have published a cyclopædia which does them much credit. For excellence of arrangement, for skillful condensation, and for the richness and variety of its contents, it commands admiration. It is designed to meet the requirements of that very large class of people who are not in a position to purchase a bulky cyclopædia, but desire for their book-shelves an authoritative and comprehensive work, giving "the essential results of thought and endeavor in nearly every department of human knowledge and achievement." The "Universal Cyclopedia," brought out by the same publishers, is well known as a very valuable book of reference. It was edited and compiled by a staff of writers and specialists whose labor did them honor, as was shown by the results achieved. This present work, although it contains much original matter and is fully brought down to date in every department with which it deals, is arranged after the same excellent model which was found so advantageous in the "Universal." The same writers, with several others of recognized ability, have contributed to its columns, "boiling down" the long articles in the "Universal," and giving the substance of their investigations and researches. The work is in two convenient volumes, and will be an ornament to any library, as well as an exceptionally handy and useful book of reference.

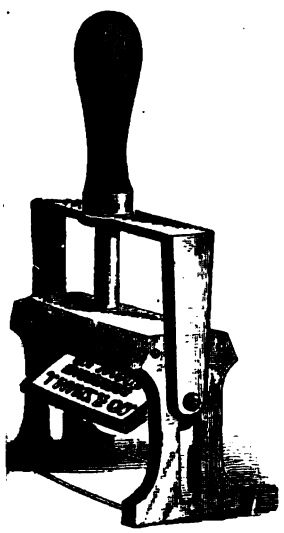
How many young men and women have made their start in life by taking the thorough course of training at H. B. Bryant's Chicago Business College? It affords a ready introduction to active work.

LOCAL NOTES.

Maxwell & Co. have removed to Chicago, but they left their old store behind them, and R. C. Rogers & Co., their successors, can fill any order for goods in their line. If you want a book that your dealers can't supply, write Rogers & Co., and get it by an early mail. Students, drop in and see the opportunity for bargains. North Side Court-House Square, Bloomington.

BOOKS SENT POSTPAID.

Hewett's Pedagogy, $1.07; Cook's Arithmetic, .60; Haynie's Grammar, .56; Seymour's Simple Dissections, .20; Metcalf & DeGarmo's Dictionary Work, .27; Miss Kennedy's Observation Schemes, .25; Gillan's Lessons in Mathematical Geography, .15; McCormick's Practical Work in Geography, $1. Special rates by quantities. Introduction prices on all text-books. Correspondence invited. NORMAL BOOK AND NEWS CO., Normal, Ill



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The Analytical System of Penmanship is more widely known than any other in Illinois and adjacent states. It consists of nineteen numbers—twelve large books, five elementary, and two pen and pencil books. They are accompanied by a set of thirty-six writing tablets, upon which are letters, five inches in height, spaced and analyzed. In No. 1 half of each page is devoted to tracing work, and the remainder to writing with pen or pencil. Thus the child practices tracing the straight line, or first principle. The independent work follows with the same character. Then the second principle is introduced, separately and in connection with the first, with the connection both above and below. The third follows, and then the combinations in the formation of simple letters. The work progresses in this easy and natural way, with plenty of practice at each step, through the entire series. All teachers have noticed how the writing of beginners degenerates from the top of the page toward the bottom. The reason is easy to find. The copy is too far away, and each crudity is copied from each line into the succeeding, with a slight aggravation. The tracing lessons and the frequent repetition of the copy, serve to obviate this difficulty. In the higher books business forms are introduced as copies,—receipts, orders, headings and conclusions of letters, notes, drafts, etc. The paper is of the best quality, the grading is close, the copies are clear and free from flourishes, the ruling is sharp,—indeed, nothing is wanting. They are published by Geo. Sherwood & Co., Chicago.

The Student's Series of Readers contains five books. They are made on the principle that pupils learn to read by reading. The purpose, therefore, has been to present an abundance of the very best matter, properly graded, so that the child's progress may be pleasant, easy, and rapid. The first reader is the work of Geo. Sherwood, of the well-known firm of Geo. Sherwood & Co., and Helen W. Boyden, of the Lincoln school, Chicago. It contains 96 pages, and follows the method that has approved itself to all good teachers—it utilizes the child's knowledge in introducing him to the new world of books. Familiar words are first presented in connection with pictures. These words are woven into sentences, and are repeated, and re-repeated in attractive forms. An admirable feature of the book is the frequent review page in print and script, where the words appear, each being presented several times, thus affording an entertaining exercise in word hunting. A large quantity of matter is given, the book being, most emphatically, a reader. The second and third readers are the work of Richard Edwards, LL. D., widely known as the author of the Analytical Series of readers, and as the former president of the Illinois State Normal University. The fourth and fifth are the joint work of Dr. Edwards and Henry L. Boltwood, the principal of the Evanston township high school. The second reader contains the chart of elementary sounds, and the alphabet of the Spelling Reform Association. Lists of words appear before each lesson, and "Suggestive Questions" for thorough analysis are placed at the foot of the page. There can be no doubt that the Analytical Series gave an immense impulse to rational methods of teaching reading, and the best features of that system are found here. Spelling and pronouncing exercises, with the proper markings of letters are given, thus introducing diacritical marks in connection with an explanatory key. The closing lesson in the second is A Talk About Writing, which not only pupils but teachers would do well to study. The leading features of the second reader appear in the third. The selections are chosen with the most scrupulous care, a suitable proportion of poetry being introduced, while the stories are of sufficient length to avoid the "chippy" character of too many text-books. The fourth and fifth readers are just what such books should be. They are crowded with the rarest English prose and the choicest poetry. They are not heavy, but are cherry and bright, and the pupils who use them will find their memories full of that kind of literature which they will delight to remember. Pronouncing vacabularies, carefully prepared notes, and similar helps are given in abundance. There is nothing trashy or weak anywhere. The publishers, Geo. Sherwood & Co., Chicago, have always been in the van in the production of admirable readers, and this series shows the enterprise which they have always exhibited.

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METHODS IN WRITTEN ARITHMETIC.

By Prof. John W. Cook, Prof. of Mathematics in the Illinois Normal University. The matter contained in the book is the same, in substance, as that which Prof. Cook has found to be the most effective in leading his pupils to an accurate and thorough knowledge of the subject. Cloth, 189 pp., 75 cents.

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ILLINOIS SCHOOL JOURNAL.

VOL. V.—No. 9. NORMAL, ILL., JANUARY, 1886. WHOLE No. 57.

FIRST LESSONS IN FORM.

BY SOPHY G. KENYON.

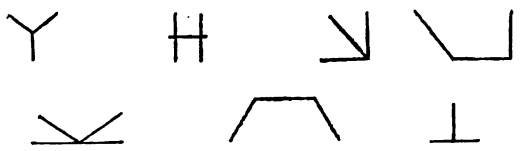
Among subjects for conversational lessons, none is more important or more neglected than that of form. To one watching the gradual unfolding of the mind of a little child, it is evident that the impressions of surrounding objects are obtained from their form. Before the little one can name the objects, he will point to a chair, a table, a lamp or a sofa, or, if requested, bring a hat, a coat, a shoe, and many other objects. It is undoubtedly the form that is associated in his mind with the name, for though the objects may be nearly the same in color, there is no confusion in distinguishing them. If, then, we follow the order of nature in the child's education, we shall endeavor to bring to his notice some of the general forms which are constantly before him, and teach him to give correct names to them. Besides exercising the presentative faculties and cultivating language, these lessons introduce the elements of drawing, and give abundant scope for ingenuity in designing. If Kindergarten methods are followed, the solids are first handled and the names applied (sphere, cylinder, cube); then plane figures: square (divided into triangles,) oblong, (divided) and circle. These figures (cut from cardboard, if tablets cannot be obtained) furnish material for a variety of pretty designs, besides making the children as familiar with the geometrical forms and names as with the Roman and Arabic characters. The next step is to the lines which represent the edges of the solids. Each child is provided with a stick and told to hold it as the teacher does hers. She holds one in a vertical position and children do the same with theirs. "Now place your slate in the same position as your stick"—"your pencil." "I will hold this long stick here, and George may come and take the same position that it has. What does George do?" "He stands up." "If *he* is standing up, what about the stick?" "It is standing up too." "What kind of a stick shall we call it?" "A standing-up stick." "Make a standing-up line on the board." "Make one on your slates." "Tell me what kind of a line it is." "It is a standing-up line." "I will place my stick another way. What did I make it do?" "You made it lie down." "Make yours lie down. What kind of sticks are they now?" "They are lying-down sticks." "What kind of a line have I made on the board?" "A lying-down line." "Make one on your slates. Put your stick on your desk in a standing-up position; in a lying-down position. Hold it like this. What position is it in now?" "It is in a slanting position." "Make a slanting line." Children pass to different parts of the room and point to things that are standing up—door panels, casings, sides of maps, blackboards, etc.; lying down—window-sills, top and bottom of maps and blackboards, etc.; slanting—tops of desks, legs of chairs, etc. The teacher makes squares and oblongs on the board, and children tell which are the standing-up and which the lying-down lines. The figures are then divided diagonally, and children find the slanting lines.

This is sufficient for a first lesson. For seat work, forms may be laid with sticks from copies on the board; then they may be made on slates.

These copies may consist of groups of four or five each of vertical, horizontal, right oblique, and left oblique lines, and of three or four plus signs and the same number of "times" signs.

If the teacher is provided with a board marked in inch squares, and the slates are ruled in quarter-inch squares, the work will be neatly and evenly done. At the second lesson, after reviewing the previous work, the name vertical is given, and this statement made: A standing-up line is called a vertical line. The children find objects in the room as before, saying, This part of the window or door is vertical. This side of the blackboard is vertical. These sides of the slate are vertical. The new word is now applied to familiar geometrical figures, as, "The square has two vertical sides and two lying-down sides." "The oblong has two vertical sides and two lying-down sides." "This triangle has one vertical side, one lying-down side, and one slanting side." In subsequent lessons horizontal and oblique are learned, and with the mastery of these terms, the foundation is laid for a variety of interesting exercises. For drill with all the terms, the following plan may be adopted: One stick is placed in each of the three positions as the teacher calls for it, or in imitation of lines placed upon the board; then sticks are used, in pairs, to show vertical, horizontal, and oblique lines, to make the plus sign, the x, the capital l, the inverted l, and an upright and an inverted v.

Children will notice and name the forms made by the lines. In the two horizontal lines they see the sign of equality; in the vertical and horizontal, the plus and letter L; in the two oblique, the "times" sign and the letter X, also the V. With three lines the variety of forms increases, and we have the capitals A, N, H, K, an isosceles triangle, a right-angled triangle, and other forms like the following:



To teach parallel, the teacher draws any number of lines on the board, and leads the children to notice that they are everywhere the same distance apart. If the board is marked in inches, this is very easy; if not, the distances may be measured. Children draw lines on their slates and lay sticks parallel, mention objects in the room that are vertical, horizontal or oblique, and the same distance apart throughout their length. The term "parallel" is given—children lay parallel sticks in different positions, find parallel sides of books, slates, windows, doors, squares, oblongs, name streets that are parallel, and walk on parallel boards of the floor. The children should be encouraged in applying the new terms to familiarize objects, as it is quite as easy for them to use proper expressions as infantile ones, and there is no more reason for excluding these terms until introduced by the study of geometry, than there is in leaving the children in ignorance of the correct formation of sentences until the regulation age when grammar shall be the interpreter of their mother tongue.

The next step introduces the angle. The teacher makes parallel lines on the board; children tell what they are, also that they will not meet. Lines are then drawn, and after children have told that they are oblique lines, they are extended until they meet. Children lay sticks as indicated, one vertical, one horizontal, and show the place where they meet; one horizontal and one oblique and find the point of meeting. In answer to the question, "What do we call the place where the lines meet?" the children will probably give the required word, point, but if it should be called corner, a pen may be shown and attention called to the edges meeting in a point. Several angles are now made on the board, and children asked if they all look alike. They will answer that some are larger than others. "What is larger?" "The inside." "Yes, but there is another name for the inside; notice what I am doing with this knife." "You are opening it." "Yes; I have opened it more, so I have made a larger——?" Opening is given at once. "Now, instead of calling this the inside, what shall we call it?" "The opening." "Where is the opening?" "It is between the lines." "What did you tell me about the lines?" "They meet in a point." "Now tell me all about this opening." "It is the opening between two lines

which meet in a point." "This kind of an opening is called an angle." The statement is repeated. The opening between two lines which meet in a point is called an angle. The lines are extended to show that the size of the angle does not depend on their length. The children are exercised in forming angles of different sizes with sticks, with their fingers and on slates, in finding them in the room, and thinking of some in their homes and other places. These last exercises should not be omitted, for, to have the conception of angles limited to lines and sticks would be but a slight improvement on the obsolete method of memorizing the definition, without any regard to the meaning of the words used. Children have a most distressing faculty of taking things literally, and a lesson of this kind, in which only one set of objects is used, might result as disastrously as the attempted lesson on faith, which, after what the teacher considered an extremely clear illustration, was defined as "A leg of mutton in a boat."

The forms given in these lessons are very easily marked on cardboard for sewing; this combines color with form and gives much pleasure, as the work can be exhibited at home.

Angles are made on the board, or designated in the room, and children exercised in comparing sizes, thus: "This angle ⌊ is larger than this one ⌋; this angle ⌊ is smaller than this one _."

The teacher holds a half-opened knife, and leads the children to say that it is a knife half way open. They make the same kind of angle, and imitate the teacher as she changes the position of the knife several times, comprehending the fact that size of the angle depends not on the position of the lines themselves but their position toward each other. These angles are spoken of as those that look like a knife half-way open. The name right angle is applied, and the statement made by the children. An angle that looks like a knife half-way open is called a right angle. Acute and obtuse angles are formed, and the statements made: An angle smaller than a right angle is called an acute angle. An angle larger than a right angle is called an obtuse angle. As the children are already familiar with the form and name of the triangle, they will, with the aid of a third line or stick, form one from each of the angles, comprehend the meaning of the name triangle, and readily give the names, right, acute, and obtuse-angled triangles. The square will now be described without help from the teacher, excepting that of calling attention to the sides and angles. These lessons may be given before the children have advanced sufficiently to write the statements, but this part of the work should follow as soon as possible. The number of beautiful patterns which can be formed with only the figures mentioned, will astonish one who attempts the combination for the first time, and will furnish copies for many months' lessons in straight line drawing.

READING REFLECTIONS FOR THE TEACHER.

BY PROF. GRANVILLE F. FOSTER.

The people of the United States are extensive readers. This is apparent from the great number of publishing houses, from each of which thousands of books are annually issued, from the host of journals, magazines, pamphlets, newspapers, published in every part of the union, and from the immense annual importation of foreign books. Yet, withal, we Americans, as a class, have been accused by our friends over the sea, as being very shallow in any real, positive, or actual knowledge. English, French, and German writers have sometimes made themselves witty over the superficialities and inaccuracies of American writers, especially in matters pertaining to science. If European critics are to be believed, the average American reads a *little* of everything and *never much* of any one thing. Amusement, it is said, not mental profit, reputation for possessing an extensive and general information, rather than being thorough and accurate in a limited field of knowledge, are the prevailing motives to both reading and study on this side of the Atlantic.

Now, while the writer is far from concurring in the sweeping statements of our friends across the sea, yet he is obliged to admit that there is a substratum of truth in their criticisms. It is unfortunately true that millions have no higher or nobler motive for reading than mere amusement, mental intoxication,

or the whirling away of leisure hours, which, without such amusement, might hang heavy on their hands. Such persons read for very much the same reason that wine-bibbers sip their champagne, or lovers of the "weed" puff their fragrant "Havanas," namely, for the mental exhilaration to be induced thereby, and for the forgetfulness of distressing cares and duties, which the practice affords, and not for the purpose of growing wiser, purer, stronger, nobler, and more useful. The love of strong, wholesome reading is, alas, confined to the few. 'Tis a lamentable fact that so few, even in this enlightened age, when literature is so very cheap, avail themselves of the privilege of reading the grand thoughts of great authors. Men will go miles to see such men as Tennyson, Canon Farrar, Proctor, and Gladstone, and will count it one of the the chief pleasures of their life that an opportunity is afforded them to hear these great men utter the crude, momentary ideas, which they suddenly conceive amidst the heat of a conversation, while they will count it a drudgery to sit down five minutes to read their long-studied, carefully prepared, grand and finely written thoughts—the very best and noblest thoughts which these very same men have ever conceived and written.

Even among those who do love the better kind of reading, the number of persons who have a *system* in this work, and stick to this system with a dogged pertinacity which means ultimate success, and who, in pursuance of their plans, set apart from the hours devoted to the daily cares and duties of life a *time* to be *sacredly* reserved for literary and scientific reading, is lamentably small. Spasmodic work, in any department of labor, however energetic or exhausting its performance at the time may be, *never has*, and *never can*, accomplish much. 'Tis true that silent, but constantly acting forces, do effect more in the long run, not only in the material, but also in the mental world, than forces however violent and energetic, which only act now and then, and only for brief periods. Now this is just as true of reading as of anything else.

The man who would make reading profitable to himself *must* set apart a *regular* time for the pursuit; must not allow others, or other pursuits to rob him of that time; must study to understand the author's words and thence his thoughts; must *read between the lines*, that is, must strive to understand all references or inferences which the text naturally suggests; must use all helps that will aid him to do this; must write down remarks, criticisms, thoughts on the author's views; must strive throughout to become fully imbued with the very spirit of the writer. But, the reader of this article will say, this thorough work will consume time, rack brains, and be at times far from pleasant. True, indeed, but will not the result obtained in accuracy of thought, in definiteness of view, in certainty of knowledge, in having the mind filled with grand and beautiful ideas, many of which can be expressed in the very words in which they were written, far more than compensate for all the time and trouble such a course of reading must necessarily cost?

Remember that, among books that may be called strong, there are two kinds. From one kind we get *knowledge*; from the other, *inspiration*, or substantially, as De Quincey puts it, "All literature can be divided into two kinds—first, literature for knowledge, and second, literature for power." The first kind is especially for the young, who desire to know more of the world and the laws that govern it; the second, especially for those past their prime, who are too busy to learn more, but have ample opportunity to grow nobler and better. The Bible is, in the main, a book *for power*. In its portraying, with the strictest fidelity, the lives of individuals—of men and women like ourselves—there lies some of the wonderful secret of its power to transform and ennoble character. A book for power cannot grow old; it is everlasting. It can be read over and over, again and again, and still it is fresh and new. Books for knowledge must be re-written and revised every few years. Who would be interested to read more than once a book on geology or chemistry, written a hundred years ago? But who, that is fond of solid reading, ever tires of Shakespeare's works, written nearly three hundred years ago? A book for power, like wine, often grows better for age, while a book for knowledge is constantly deteriorating in value and power from the moment it is issued from the press until it is out of print.

Now, in no profession should more time be devoted to careful and thorough reading than in that of teaching, and both kinds of solid literature are needed here, since the teacher ought to be not only a man of knowledge, but one, too, of mental and moral power. To perform with ordinary success, and with ordinary satisfaction, the work of each day as it comes, requires much study and painstaking preparation; but any teacher, however studious he may be, who confines himself to his text-books alone in making his preparation for his class-work, will soon find himself far behind the demands of the age. During the last few years the most astonishing discoveries have been made in science, and in the application of science to mechanical inventions. Extensive explorations have been carried on in the Arctic regions, in Palestine, Egypt, Assyria, Persia, in Central Africa, Madagascar, and in the far regions of the South Pacific and the South Atlantic, resulting in vast additions to the sum of the world's knowledge; men like Stanley and Nordenskjold are actually revolutionizing our ideas concerning portions of our planet's surface, never before explored. Vast revolutions in commerce have been effected; feats of civil engineering, surpassing, in importance to the human race, many of the most brilliant military campaigns which the world has ever seen, have been performed. All these, and far more than these, are to be found in journals, newspapers, books recently printed; and yet, what do the *students* in most of the *public schools* know of them, and what, even, do a large percentage of the teachers in the public schools know of them?

Tired and worn out with the work and worry of the day, many teachers seek in the evening to banish from the mind all remembrance of the school-room duties and vexations by engaging in any light thing that may serve to afford pleasure and amusement, and if in pursuit of this end they undertake to read at all, they instinctively take to the newspaper, knowing that its political columns, its sensational stories, its digest of crime, its clippings, will serve to while away an evening hour. Now, while the writer heartily believes that the *judicious* reading of a very few newspapers (or, indeed, of one only, for that matter), and these the very best, is in this age a necessity, if one wishes to be constantly well-informed as to what is going on in the world; yet the writer is constrained to say that much valuable time is often worse than merely wasted in reading *all the news*, so-called, which even the best secular journals in the United States frequently contain. Certainly, the familiarity with crime which the constant perusing of harrowing details of murder, arson, and a host of other crimes against God and humanity, which need not be mentioned here, is calculated to create, is very far from purifying and ennobling, and yet it is true that many of the newspapers which, without question on the part of parents, find their way to moral and Christian homes, and are, unfortunately, eagerly read by growing boys and girls at that very impressible time of life when stories of successful crime are most likely to make themselves felt on mind and heart, are only "Police Gazettes" without the name and reputation, and are almost as unfit to be allowed to pass through the United States mails as obscene publications are. This matter is of especial importance, not only to the preacher of the gospel and the philanthropist, but is also to the teacher. Often times the dime novel, as devoid as it is of anything adapted to stir the heart and mind to higher things, is better than certain columns of the large newspapers of our great cities; for the former is frequently negative, containing little beyond a stereotyped story of love and murder, while the latter is positive, teaching evil by direct presentation of crime with all its details. An effort was made a few years since in Illinois to make the daily reading of the newspaper a part of the regular exercises of the school-room, and in many of the schoolrooms of the state of California, in which it is such a crime that the reading of the Bible or the offering of a prayer in the public schools, even once, would deprive the teacher of his position and, perhaps, the school district in which it was done of its public money, newspapers are brought in and read without question to the pupils, and these last are often required to read them as part of the regular duties imposed on them. Of course, the writer can conceive that the judicious teacher might use the newspaper as thus indicated, so far, at least, as his reading to his pupils certain important news is con-

cerned, and do it with profit to his school; but let there be great caution exercised here as to what is read and how much is read. A sad tendency *to skim* is often developed by the habit of looking through the newspapers, a habit which, unfortunately, clings to one when called upon to give serious attention to reading of a more solid nature. As necessary as skimming is to journalists and book-reviewers, who perforce must read speedily, indeed, if they do their work at all, it is, to say the very least, a most unwise plan for the teacher, for it serves to render him oftentimes inaccurate and partial in his reception of the truth, and no one ought to be more careful than he in seeing that he understands the propositions of an author with all their modifications, since accuracy in the teacher is a virtue of priceless value. 'Tis, perhaps, this skimming—this looking-over process—so prevalent in this feverish, busy, active country, where all is rush and nothing is done leisurely, that has given to Americans the unenviable reputation which they bear abroad, of knowing *a little* of everything and *not much* of anything. While the teacher ought to be thoroughly acquainted with all the vital issues of the day, and should know what progress science, literature, and art are from time to time making, he cannot afford, since his time is too precious, to waste valuable hours in profitless reading, or to contract the pernicious habit of skimming. Let him, therefore, choose the best journals and only read the best articles (most frequently known to be best from the reputation of the authors), and let the reading of these be with the most assiduous care—thoroughly—through and through. It is not the amount of food eaten that nourishes the body or causes it to grow, but the amount digested and assimilated; so, too 'tis not the amount read, but the amount understood and remembered—stored away in the recesses of the brain, to be called forth at a minute's warning when needed, that will furnish mental power; and just as food in improper quantity or quality will often check or even prevent assimilation, so often does overmuch and injudicious reading weaken the mind or retard its growth.

The range of literature is now so vast that the teacher cannot read everything. The wise teacher will select a few choice books, and these he will read and re-read, study and re-study. How often is it the case that a man of only a *few* books becomes more learned and scholarly than the man of *many* books? Aye, indeed, how often is it true that the man who once made excellent use of a few prized and valuable books, which constituted his entire store, loses his taste for reading when he has a large library to choose from? The reason is plain—the mass of mental pabulum is so vast, and in such tempting variety, that, instead of choosing one book at a time, and thoroughly mastering its contents, he sips here, tastes there, until he becomes so affected with mental dyspepsia that he loses all relish for reading.

The teacher, like the banker who has, by close observation and study, learned to pick, almost intuitively, a genuine note from a host of counterfeits, ought to cultivate the faculty of selecting the very books he needs to read to give him the greatest power in his profession. A few hints will close this article. Let the teacher then have a *plan* in his reading—a time to read, and an order of reading. Let the dictionary lie at his side for frequent use; for how often does the full meaning of a sentence, like the arch on the keystone, depend for its meaning on one single word, and, perhaps, the very word whose meaning and scope are not fully understood by the reader. Let atlases and books of reference be at hand, for how often is the sense of a passage misunderstood, or its beauty entirely concealed, in not knowing what is meant by certain allusions to mythology, history, geography, or the natural sciences. The true teacher will naturally meditate upon the author's words, and endeavor to catch his spirit or inspiration. A teacher can make frequent and valuable use of a note-book for remarks, criticisms, or often for writing down choice passages of the author; this is better than defacing the margins of the pages of a book by writing notes thereon, as many are accustomed to do. But this is not reading, but study, you say. Perhaps it ought to be called by that name; but, whatever it may be called, this *is* the way the teacher ought to read, if he hopes to profit much by his reading. There is nothing worth doing that is not worth doing well. When the teacher reads, let him read with his might, cultivating that

habit of close and thorough attention, careful study, and accurate thinking which will serve to transfer the great thoughts of great authors from the written page to the living tablets of the mind.

SUNOL GLEN, Cal., Nov. 26, 1885.

A TERM'S WORK IN LANGUAGE.

BY THE MIDDLE CLASS OF THE GRAMMAR SCHOOL, IN THE ILLINOIS STATE NORMAL UNIVERSITY.

The first recitation was as informal as the teacher could make it. He began by relating some experiences of his own during the long vacation just ended, and by this means led each pupil to say something about the manner in which he had spent the summer. Every one was made to feel at home and interested in the conversation,—the teacher meanwhile watching for a suitable subject for the first written paper. It was soon apparent that every pupil had enjoyed some pleasure trip or visit during the summer. With most this was an excursion; but some had made a visit to relatives or friends, while others had joined in a fishing party or picnic.

In this thirty minutes talk a number of errors were committed, some of which were corrected by the teacher, without calling particular attention to them, while others, made by timid pupils, whom he had not met before, were apparently unobserved. A few directions were now given for the first paper, "My Pleasure Trip."

Following this paper several rules for the use of capital letters were taken, and illustrated by numerous examples, in giving which the pupils' originality was taxed.

Most of the pupils of this class had come from other towns to attend this school, and all had formerly attended the public schools. The teacher made use of these circumstances by prefacing the next paper with a familiar talk on the subject of how they "happened to come to Normal" to attend school. This, of course had been of deep interest to the children, and was still fresh in their minds. What father and mother said about it, and what the friends advised, what other schools were talked of, etc., were related in these papers. Work on the use of capitals was again resumed, and the rules were thoroughly mastered.

The next paper was written from a series consisting of four pictures on the Legend of the Horseshoe, which appeared in School and Home. The children were shown the picture and then told to write their interpretation of the illustrated story. This proved an excellent test of careful seeing, memory, and imagination. In language work, even in the highest classes, well planned pictures are a great help.

Again the work in technical grammar was taken up, and rules for the formation of the plural number were mastered. Person, number and gender were also completed. A few minutes each day were given to language work in the form of stories, news reports from the papers, descriptions, or reproductions from memory. During this time a fire occurred in the village, which was witnessed by several hundred people, including most of the members of the class. Again did the teacher make use of what was near at hand, and The Fire was the subject for the fourth paper. This paper was followed by several lessons on case.

We have now followed the work in detail far enough to show the general plan of the teacher, whose aim in this grade is to do the language work, and not leave the technical grammar undone. A number of other papers were passed in by the class for careful criticism, and others, written in the class, were read by the pupils for class criticism. Considerable work in paraphrasing was done, which is of inestimable value as a language exercise. It is a most excellent test of a pupil's knowledge of language and power of expression. Mary's Lamb, The Old Oaken Bucket, Home Sweet Home, and stories about the Esquimaux and reindeer were treated in this way. The class had access to the daily *Pantagraph*, from which brief extracts and summarizings of articles were made on the board. Several short stories were read to the class and reported orally or in writing at the next recitation. Material for conversation was not wanting. A band of French-Canadian Gypsies gave a performance with trained bears, in the school yard, which was made the subject of a ten minutes' conversation. The biography of Wm. H. Vander-

bilt was read from a newspaper by the pupils and reported on the board, and orally.

Three weeks were spent in analyzing simple sentences. This work was begun by having the pupils make a sentence consisting of two words, and from these build up the enlarged subject and predicate, disposing of the word and phrase elements, as adjective, adverbial, or objective.

In marking papers the kind of errors was not indicated, but simply a blue line drawn through each mistake. Each pupil was required to explain these blue marks and make the needed correction.

The text-book in use is nominally Green's grammar, practically the teacher. E.

PRIMARY LESSONS ON POINTS OF THE COMPASS.

NOTE.—Like the lessons reported last month, the lessons reported below belong to the series in "Illustrative Teaching," given before the Senior class of the Normal University. The aim is to show how to gain, through preception and muscular activity, ideas for future conception and thinking. The report was written by one of the members of the Senior class, from notes taken at the time the lessons were given.

A class of eight or nine pupils from the primary room, who are doing their first term's work in school, entered the room, and stood by Dr. Hewett's desk. After a few cheerful words to them, he began the lesson by asking, "What direction are you facing?" No one answered correctly; yet their answers showed that they all understood the question, and that their attention had been called to directions, and the names of the four cardinal points. A few more incorrect answers from the pupils, concerning directions, showed very plainly that they did not know the points of the compass, in that room. The teacher told them that some grown people can not tell the directions when they are in a strange room. He went with them to a window and had them look out, that they might all understand differently, if possible, in which side of the building they were. At the window they could not tell the direction, so he told them that they were looking toward the West, as they looked out of that window. After having them stand with their faces directly toward the West, he told them to point with their right hands to the West, then with their left hands, and to say while pointing, "I am pointing to the west." He then taught them North, East, and South.

Besides having them face and point towards the different points, he had them take "one, two, three, etc., steps" in a given direction, insisting that the demand be obeyed exactly. He did not forget to commend those who did just what they were told to do. As a last exercise, he pointed in the different directions and had the children name them rapidly in concert. Some mistakes were made in these answers, but the children were very much interested in the work, their activity had been thoroughly aroused, and consequently much had been gained in the work of those few minutes.

After asking them if they thought they could tell the directions the next day, and after telling them to see if they could tell the directions when at their homes, the teacher dismissed them. The president said: "It is well to teach *North first*, as it is the general standard. The children were taken to the west window, because there are windows in no other side of the room. There is no particular objection to telling children the sun is in the South at noon; but it is not well to say anything about the sun's rising in the East and setting in the West, because the statement is not sufficiently exact to be presented to the minds of children."

Dr. Hewett's aim the next day was to bring in a variety of work, in drilling on the points of the compass. Besides the exercises of the day before, which were reviewed, he had four of the class stand aside from the others, in two rows; he then asked the direction from this girl to this boy, from this boy to that girl, etc. He also asked the direction from one piece of furniture in the room to another; he brought in a great variety of questions, which in every case awakened new interest. He next asked how many knew the situation of the public school building, of the Baptist church, of the Methodist church. Most of the children knew; and he then asked the direction from one of these buildings to the others. At this point the interest was not quite so intense, because *all* were not well acquainted with the situation of the above named buildings, and because appeal was made to their conception instead of their per-

ception. Correct answers were given, however, in all cases, by some of the class. The teacher's next question aroused the interest of all, completely. He asked in what direction they would go in returning to the primary room. They could not agree exactly, and one boy was taken over part of the route; he then returned, full of glee, to tell the others. The teacher told them each to find out for himself whether this boy had told them right or not. He then dismissed them.

LESSONS IN ASTRONOMICAL GEOGRAPHY.

BY E. C. HEWETT.

III.

Let us now speak of the motion of the earth around the sun, and some of the effects of that motion. The earth moves around the sun from west to east in exactly the same time, as is supposed, age after age. This motion gives us our year. It is necessary for us to understand that there are *three kinds of years.*

First, there is the actual time taken in one revolution about the sun; this is 365 d. 6 h. 9 m. 3.6 sec.; this is called the *Sidereal* year, because its length is determined by the apparent position of the stars. The second kind of year is the *Tropical* year; this is a very little less than the preceding; because, for a reason not necessary to explain here, the points of the earth's orbit called the tropics run back a very little each year, so the earth reaches them before it has quite completed a revolution.

The relation of the earth to these points determines the time of our seasons. The exact length of the tropical year is 365 d. 5 h. 48 m. 46.05 sec. These are the numbers given in *Peabody's Astronomy.* It is convenient for the common purposes of life, that the year should contain an exact number of days; hence, the common or *Civil* year contains generally 365 days; and from time to time—usually every fourth year—another day is added to make up for the excess of the tropical year over 365 days. In this way the average of the civil year is made the same asthe tropical year. If it were not so, the seasons would not retain their place in our years.

To help the young learner to a true conception of the earth's motion and its results, let him think of the center of the earth as *leaving a mark in space*, as it makes its yearly journey. This mark would describe nearly the circumference of a circle, and it would be the earth's *orbit.* Now, let him think of the plane which this mark would bound—a vast plane in space, always extending through the center of the sun, and always having the center of the earth at some point on its circumference; this is the *plane of the earth's orbit.* The astronomer conceives of this plane as continued far beyond the boundary of the earth's track, till it traces itself in the heavens among the stars. The line in which it seems to cut the concave of the heavens is the circumference of the *ecliptic*—so called because no eclipse of the sun or moon can ever occur unless the center of the moon also is in, or very near, this plane. Hence, the plane of the ecliptic is the plane of the earth's orbit extended far beyond the boundary of the orbit itself.

To have a clear conception of what I am about to say, it is necessary that you have a clear conception of two kinds of circles, belonging to the earth; I mean *diurnal circles* and the *day circle.* As the earth makes its yearly journey around the sun, it is also constantly turning on its axis, once in a little less than twenty-four hours; hence, every point of its surface, except the poles, describes the circumference of a circle at each revolution; each of these is the *diurnal circle* of that particular point; a little careful thought will show you that every diurnal circle must be a *parallel.* The earth is a sphere, hence the sunshine can fall on only one-half of its surface at a time. The line which divides the illumined part of the surface from the dark part will be the circumference of a great circle of the earth; and this great circle is the *day circle*; it must always be at right angles to the line joining the centers of the earth and sun. All places on the side of this circle nearest the sun will be in the sunshine, or will have day, while all places on the other side of this circle will have night; hence its name, day-circle.

Let us now suppose the earth's axis were perpendicular to the plane of the sun's orbit. In this case, the line joining the centers of the earth and the sun would always strike the earth's surface in the circumference of the equator, and the day circle would always pass

through the poles; thus the day circle would constantly coincide with a meridian. What effect would this have on our days, and on our seasons? It is easy to see that the diurnal circle of every place on the earth's surface would be cut in halves by the day circle; hence, every place would have just as much sunshine as darkness, or the days and nights would be equal everywhere. The line joining the centers of the earth and sun would always strike the earth at the equator; or the plane of the equator and the plane of the earth's orbit would coincide. In this case the sun would always be on the equator, and any change of seasons would be impossible.

It is unnecessary to state that the earth's axis is not in the supposed position, and our change of seasons is due to the fact that it is not. In my next lesson I propose to show what the position of the axis really is, and how the change of seasons, and the different lengths of days, result; but it seems to me that that will be easier from having taken this first view. There is one fact that the young student does not always learn, which I wish to explain right here. The earth turns on its axis in the same direction as that in which it moves around the sun; that is, from west to east. If it revolved on its axis just as fast as it revolves about the sun, it is evident that the sun would seem to be over the same spot all the time; hence, the earth would make one revolution in the year without producing the phenomenon of day and night at all. From this, perhaps, we can see that there is always one more revolution on the axis in a year than the number of days; in other words, *the earth turns on its axis a little more than three hundred and sixty-six times in every year.*

Generally, drawings and apparatus are used to explain the things I have undertaken to explain. I am more than doubtful of their use. I believe that every one who understands my previous lessons can see clearly all I have tried to present here, with his "mind's eye." If he can, that is the best way of doing it. But if any apparatus is desired, I would suggest that a ball of yarn with a knitting needle thrust through it for the axis, and a lamp in the evening to represent the sun, will constitute the most effective apparatus that I know.

IV.

Why does the sun shine into our north windows morning and evening in summer? In answering this question I shall have frequent occasion to refer to the *day-circle;* this was explained in the preceding lesson. Remember that the day-circle is always perpendicular to the line joining the centers of the sun and the earth; on the 21st of June this line cuts the earth's surface at the tropic of cancer, hence the day-circle reaches 23½° beyond the north pole at that time. It is to be remembered, too, that the diurnal circles of all places are always parallel to the equator. On the 21st of June, then, the diurnal circle of a person 23½° from the north pole—which is really the arctic circle—will just touch, at one point of its circumference, the circumference of the day-circle. The observer at that point will see the sun in the northern horizon, and the time will be midnight. Of course the sun will then shine directly in at his north window. If, now, we take a point somewhat farther from the pole, a small portion of its diurnal circle will be cut off on the dark side of the day-circle. And when the observer, in his daily revolution around the circle, is near the limits of the day-circle, either at morning or evening, the sun will appear at some point north of the east or west point of the horizon, as the case may be, and his rays will then enter a north window, although not directly. When the sun returns to the equator, he then rises exactly in the east point of every horizon, and sets exactly in the west; of course his rays can then enter no north window.

Where does the day begin? To appreciate this question, let us suppose one could leave New York at noon on the 1st of October, and travel westward as fast as the sun seems to do. Let him do this for twenty-four hours; it will have been noon with him during the whole circuit; but he started at noon on the 1st, and he returns at noon on the 2d. Now, where would the inhabitants whom he passed first tell him it was noon of the 2d, instead of the 1st? This is simply a question of fact. Formerly, only those few who circumnavigated the globe would be likely to have it pressed very strongly on their attention; but now with our rapid methods of transit, and our telegraphs girdling the earth, it becomes a ques

tion no longer confined to the few. It is a fact that our supposed traveler would find his day had changed when he had crossed the Pacific ocean; and he would find his new day on the eastern coast of Asia, or some of the neighboring islands. In other words, the day does begin in eastern Asia, and travels around the earth's circumference till it enters the broad expanse of the Pacific. Of course this fact is a natural consequence of the western migration of men. But I have been told that, in some of the many islands of the South Sea, a distance of a few miles will separate islands whose inhabitants differ in their dates by one day. The reason of this is, that those who have received their date from the Asiatic coast are one day in advance of those who have received theirs from the American coast.

Why does a watch become fast as we go west? This is a very simple question apparently; for, if we carry a watch to the west, it keeps the time of the place it has left; and as that place, by the earth's rotation, passes under the sun sooner than the place farther westward, it is very plain that the watch must be fast of the local time. And, as it takes any point of the earth twenty-four hours to make a complete circuit, or 360°, it will take it one hour to move 15°. Hence, if a traveler's watch, keeping correct time, has gained one hour in consequence of being carried to the west, he must have gone fifteen degrees. On this simple principle is based every method, I think, used by navigators for determining their longitude. Almost all our school arithmetics contain problems in "longitude and time," and they are often troublesome to students. I have found that the difficulties usually disappear when the student has been taught how to make, properly, a drawing of a circle, and to represent, on its circumference, the two points in question, together with the point where the the prime meridian cuts that circumference.

What is meant by "sun fast" or "sun slow" of the clock? I shall not here attempt a full explanation of this matter. But a student in geography, by proper illustration, can be made to understand that the actual yearly motion of our earth from west to east gives an apparent motion of the sun among the stars in the same direction. Suppose, then, both the sun and a star to be on the meridian to-day at noon; at the end of one revolution of the earth on its axis, the star will be on the meridian again. But, as the sun has gone eastward a little way, the earth must turn on a little further to bring the sun to the meridian; or, more strictly speaking, to bring the meridian to the sun. Hence the solar day is always a little longer than the sidereal day; but the sidereal day is the measure of the time consumed in one revolution of the earth. The sum of these little excesses of the solar day over the sidereal will amount to just one revolution in a year; hence, the number of revolutions in every year is just one more than the number of solar days. But this is not all. If the amount of eastward motion of the sun were the same every day, all solar days would be of the same length, though each would be a little longer than a sidereal day. The amount of this eastward motion is not the same every day, for two reasons. We have seen that this is an apparent motion, due to the real motion of the earth in its orbit. Now, this motion of the earth in its orbit is not uniform; hence, the apparent motion of the sun is not uniform. Again, this motion of the earth is along the ecliptic, which is not parallel to the equator; but at some times the daily journey of the earth, or the apparent one of the sun, makes a much greater angle with the equator than at other times; hence, if the daily journeys of the sun were equal, they would not cause an equal apparent eastward motion of the sun. Therefore, solar days vary in length, and their average is the day that the clock measures. Hence it is that the sun sometimes comes to the meridian before the average noon; then he is fast. Again, he reaches the meridian later than the average; then he is slow. The difference is sometimes more than sixteen minutes, and a difference exists every day in the year except four. No good clock, therefore, can be regulated by a noon-mark, unless allowance is made for this fact. The amount that the sun is fast or slow on any day can be measured by consulting a good almanac.

Of course I have not written these lessons for the learned, but for just such students and teachers as I am meeting every day. And I flatter myself that I have made myself intelligible to all such as are willing to study the articles in connection.

WORDS AND DEEDS.

BY HENRY C. COX.

The Father notes but lightly what we say,
He proves our thought with what we do;
For vaunted worth he frowns and says us nay,
But smiles on deeds that prove us true.

We let our fields grow rank with choking weeds,
And hope for crop of honest grain;
We soothe our soul with honied words for deeds,
And think to banish grief and pain.

But disappointment waits on both our plans,
To do is better than to say,
Who labors reaps in kind with his own hands,
And rest comes after toiling day.

THE HEAT OF THE SUN.

Herschel preferred to express his results in terms of melting ice, and put it in this way: The amount of heat received on the earth's surface, with the sun in the zenith, would melt an inch thickness of ice in two hours and thirteen minutes, nearly.

Since there is every reason to believe that the sun's radiation is equal in all directions, it follows that, if the sun were surrounded by a great shell of ice, one inch thick and one hundred and eighty-six million miles in diameter, its rays would just melt the whole in the same time. If, now, we suppose this shell to shrink in diameter, retaining, however, the same quantity of ice by increasing its thickness, it would still be melted in the same time. Let the shrinkage continue until the inner surface touches the photosphere, and it would constitute an envelope more than a mile in thickness, through which the solar fire would still thaw out its way in the same two hours and thirteen minutes—at the rate, according to Herschel's determination, of more than forty feet a minute. Herschel continues that, if this ice were formed into a rod 45.3 miles in diameter, and darted toward the sun with the velocity of light (186,000 miles a second), its advancing point would be melted off as fast as it approached, if, by any means, the whole of the solar rays could be concentrated on the head; or, to put it differently, if we could build up a solid column of ice from the earth to the sun, two miles and a quarter in diameter, spanning the inconceivable abyss of ninethree millions of miles, and then, if the sun should concentrate his power upon it, it would dissolve and melt, not in an hour, nor a minute, but in a single second; one swing of the pendulum, and it would be water; seven more, and it would be dissipated in vapor.

An easy calculation shows that, to produce this amount of heat by combustion, would require the hourly burning of a layer of anthracite coal more than sixteen feet thick, over the entire surface of the sun—nine-tenths of a ton per hour on each square foot of surface—at least nine times as much as the consumption of the most powerful blast furnace known to art.

As Sir William Thomson has shown, the sun, if it were composed of solid coal, and produced its heat by combustion, would burn out in less than six thousand years. * * * * What, then, maintains the fire? Two different theories have been proposed, which are probably both true to some extent. One of these finds the chief source of solar heat in the impact of meteoric matter; the other in the slow contraction of the sun. As to the first, it is quite certain that a part of the solar heat is produced in that way; but the question is, whether the supply of meteoric matter is sufficient to account for any great proportion of the whole.

The basis of the meteoric theory is simply this: If a moving body be stopped either suddenly or gradually, a quantity of heat is generated. Sir William Thomson has calculated that the collapse of all the planets upon the sun would generate sufficient heat to maintain its supply for nearly forty-six thousand years.

Astronomers generally find the source of the sun's heat in the probable slow contraction of its diameter, and the gradual liquefaction and solidification of the gaseous mass.

Helmholtz has shown that a contraction of about two hundred and fifty feet a year, or a mile in about twenty-one years, would account for the whole heat emission. It would require nine thousand five hundred years to reduce the diameter by an amount that would be perceptible.

Of course, if this source of the solar heat is correct, it follows that in time it must come to an end; and looking backward we see that there must also have been a beginning. Time was when there was no such solar heat as now, and the time must come when it will cease.

—Compiled from Prof. Young's "The Sun."

SUGGESTIONS TO TEACHERS

FOR KEEPING LITTLE FOLKS BUSY IN SCHOOL, AND TO AID THE TEACHER IN TEACHING THEM LANGUAGE, FORM, COLOR, AND NUMBER.

I. Let them make simple designs by arranging splints, buttons, shoe pegs, grains of corn, melon seeds, and other things, upon desk or table, and make drawings of such designs upon their slates or paper, always using long pencils. Encourage them to count the articles you have given them, by ones, twos, threes, etc. And then, in recitation, you ask them, for example, how many buttons you have given them; try to get the full answer in correct language, as: "I have four buttons," or "you have given me four buttons."

II. Pictures cut from papers may be pasted upon card board, then cut into squares and triangles, and the pieces given to them to reproduce the picture by properly placing the parts.

III. Any convenient thing to trace around, as a leaf, may be used to obtain outlines, and the picture may be finished after removing the pattern.

IV. Matching colors. For this the teacher should provide bits of calico or colored paper.

V. Many similar things may be thought of by the teacher for keeping the little ones busy, who are not old enough to do much studying at their seats, which, in addition to keeping them employed, will assist much in fixing for them habits of study and discrimination: such as drawing rings, and changing them to cherries, grapes or apples; cutting paper while at their seats, to the size and shape of some geometrical figure, as a square or triangle, which the teacher has drawn upon the black-board; weaving plats with splints, or slips of paper, etc.

VI. To assist the teacher in number and language work with the little ones, various devices may be adopted; such as placing a number of spools upon a string or wire stretched across the corner of the room, at a height to be easily reached by the little ones, with a pointer. The recitation, of the fours for example—the pupil moving the spools with the pointer to illustrate—"I have four spools. In four there are four *ones*. There are two *twos* in four. One spool taken from four spools leaves three spools. One half of four is two. One half of two is one. In two pints there is one quart. In four quarts there is one gallon. In one half of a gallon there are two quarts," &c. Be sure not to give the work too rapidly; and always try to get full answers in correct language.

VII. A box of crayons of assorted colors can be made very useful to the chart class in teaching them colors as well as letters, figures and forms; for example: *Teacher:* "What have I written?" *Pupil:* "You have written the word 'hat' in red chalk", or, "You have written the figure 'three' in green chalk," etc. All about us are boundless educative facilities. It is our province to find and use them.

THE SCHOOL ROOM.

Teachers have found that a little expenditure in taste and effort to give their school room a cheerful appearance, assists them much in the maintenance of dicipline, and developing in their pupils habits of correct deportment.

Nearly all the school rooms in our county have been whitewashed during the past summer; many of them have been repainted, and some have been handsomely papered and otherwise repaired.

Besides the general duty of maintaining a clean school room, it often may be well for the teacher, assisted by the pupils out of hours, to continue the work so kindly begun for them by their board of directors. Examples:

I. The stove may be kept blackened in winter and may be whitewashed or decorated with anything appropriate in warm weather.

II. Put pictures upon the walls; a neat imitation of a frame may be made by drawing lines upon the wall around the picture with yellow crayon, which looks very well when properly shaded. Some designs of wall paper bordering make excellent borders for pictures when accurately mitered and matched at the corners.

III. Take or make a simple picture or design and perforate the outlines upon a sewing machine, and you have a stencil which placed against the wall or blackboard and lightly tapped with a dusty eraser, will give

you outlines, which may be repeated without limit and the outlines, filled in with colored crayon, make a neat border for the upper edge of the blackboard, or other places.

Many school rooms in our county are tastefully ornamented by the stencil method described.

You might also teach the boys how to braid corn husks for door mats, and the girls how to sew the braids together. When made they will be found very useful at the school room door.

In the ILLINOIS SCHOOL JOURNAL I find a description, by John T. Bowles, of a

SCHOOL SCRAP BOOK.

I think you can readily see that you can make the suggestion useful. Try it.

Cut alternate leaves out of some good sized book that is valueless for other purposes, using the remaining leaves to hold the cuttings.

Flour paste is excellent to fasten the scraps in with.

It may occur to you, also, that a

WALL SCRAP BOOK.

for holding pictures of interest to the little folks, can be made by stitching together some large sheets of manilla paper.

—From a circular by Supt. Southwell of Rock Island Co.

EXAMINATION FOR STATE CERTIFICATES 1885.

Figures in curves indicate credits for satisfactory answers.

1. (10) Simpliy: $\frac{1.18}{.152} \times \frac{3.64}{2.95}$

(No division need be carried further than three decimal places.)

2. (15) From $\frac{12\frac{3}{4}}{3\frac{7}{8}}$ take the sum of $\frac{3}{5} \times \frac{3\frac{1}{8}}{5\frac{5}{8}}$ and $\frac{4}{7} \times \frac{18\frac{1}{2}}{7\frac{7}{10}}$ and divide the result by $2\frac{1}{11}$.

3. (5) What number multiplied by $\frac{2\frac{3}{8}}{4\frac{1}{2}}$ will give 2 for a product?

4. (15) A can do a piece of work in $2\frac{2}{3}$ days; B can do it in $3\frac{1}{3}$ days; C can do it it $4\frac{1}{2}$ days. How long would it take them to complete the work, if all three should work together? And, if $6 are paid for the whole work, what is each man's share?

5. (15) Forty men agree to do a piece of work in 50 days, but after working 9 hours a day for 30 days, they find they have completed only one-half the work. How many extra men must they employ to finish the work according to agreement by working 10 hours a day? (Full analysis required.)

6. (15) A steeple, partly finished, cast a shadow 9[illegible] feet in length, at a certain time of day. When the steeple was completed it cast a shadow 48 feet longer. The distance from the top of the steeple to the edge of its shadow, at the time, was 210 feet. What was the height when the shadow was 92 feet?

7. (10) A public square is surrounded by a walk 2 rods in width containing one acre. Find the side of the square.

8. (15) How many square feet of sheet-iron ¼-inch thick can be made of a cylindrical shaft 20 feet long and 4 inches in diameter?

ANATOMY AND PHYSIOLOGY.

[Figures in curves indicate credits for satisfactory answers.]

DIRECTIONS: The first ten questions, Nos. 1-10, are for those candidates who do not make this branch an elective; the whole paper, questions Nos. 1-17, is for those who do make this branch an elective. Time for first paper 50 minutes; for the whole paper 100 minutes.

1 (10) What is human physiology?

2. (10) Write a short description of the connective tissues.

3. (10) What is cartilage? Give structure and varieties.

4. (10) Name varieties of muscular tissue, and give a short account of same.

5. (10) What covers the free surfaces of the body? State how many kinds of cells belong to this tissue.

6. (10) Describe the glands of the skin and their functions.

7. (10) Write a short account of alimentation.

8. (10) Describe the stomach and its function.

9. (10) What is the function of the liver?

10. (10) Describe the spinal cord and its uses.

11. (10) Describe the femur.

12. (15) Describe the larynx and its uses.

13. (15) What membranes cover the brane? Locate the Corpora Striata and Optic Thalamus in the brain

14. (15) How are the acts of inspiration and expiration accomplished? Describe the changes produced in the air by respiration.

15. (15) Enumerate the functions of the sympathetic system of nerves, and give examples of each function.

16. (15) Describe the structure of the duodenum and the changes the food undergoes in that part of the intestine?

17. (15) What are the sources of heat in the animal body? In what organs is it principally produced, and by what means is it regulated?

ENGLISH LITERATURE.—Time, two hours.

[Figures in curves indicate credits for perfect answers.]

1. (4) What foreign influence, and what author affected most the literature of England in the Elizabethan period?

2. (6) Account for the sudden development and great prominence of the drama during this period.

3. (10) Name and classify the principal non-dramatic authors of the period, with one work or more of each.

4. (20) Give a brief sketch of the plan and general character of the greatest poem of the period. Place of the author among English poets, and principal excellences and defects of the poem.

5. (4) What is the Arcadia?

6. (6) Compare Shakespeare's plays with those of Johnson.

7. (10) What is the "Baconian theory" as to the authorship of the plays ascribed to Shakespeare, and on what arguments is it based?

8. (5) Give a classified list of Shakespeare's plays.

9. (4) Would Shakespeare's poems be read if it were not for his fame as a dramatist?

10. (6) To what is the pre-eminence of Shakespeare principally due?

Julius Caesar.

1. (2) Is Cæsar the most prominent character in the play?

2. (2) Is there any speech of Cæsar's that shows his character in its best light?

3. (4) Compare the character of Brutus and Cassius.

4. (5) Indicate five of the best scenes.

5. (3) Give three standard quotations from the play.

6. (3) Does Shakespeare follow history closely in this play?

7. (3) What is an anachronism? Give an example of one found in this play.

8. (3) Your judgment of the character of Portia.

Midsummer Night's Dream.

1. (10) Give the principal characters and the plot of the play.

2. (2) Is it often acted now?

3. (2) Were fairies ever introduced in the regular drama before this time?

4. (4) Does Shakespeare elsewhere introduce a play within a play?

5. (4) Show from the play whether female actors were allowed on the stage in Shakespeare's time.

6. (3) What allusion to Queen Elizabeth in the play?

Bacon's Essays.

1. (5) Compare Bacon's essays with those of some other famous English essaysist; e. g., with Macaulay or Quincy, both in matter and style.

2. (2) Which one of the list indicated is best known; and why?

3. (1) Give the titles of five of the selected essays.

4. (2) What does *conference* mean as Bacon uses the word? *Wit?*

5. (2) What does "abeunt studia in mores" mean?

6. (3) What are the fruits of friendship according to Bacon?

THEORY AND ART OF EDUCATION.—Time, three hours.

DIRECTIONS: Four hundred credits will be the maximum given to this branch—one hundred to each division. The candidate may write his essay upon which ever of the topics he prefers.

Hewett's Pedagogy.

1. (10) Give the different classes of the intellectual powers and the office of each.

2. (10) What are intuitive ideas? Name the ideas belonging to this class.

3. (10) What is conscience? Can conscience be educated? If so, how?

4. (10) What can the teacher do in the education of a child?

5. (10) Define habit, and speak of the teacher's bodily habits; and of his moral habits.

6. (10) Give outline of the teacher's first day's work in school.

7. (10) State clearly the application of *tell*, *teach*, *train*.

8. (10) What advantages result from classifying?

9. (10) What is said of rules in school government?

10. (10) Speak of the teacher's relations to the school officers, to parents, and to people.

Locke's "Some Thoughts on Education."

1. (10) What was the author's purpose in writing the "Thoughts"? Was he specially fitted for writing a work on education?

2. (10) Give the more important directions for acquiring and maintaining health.

3. (10) How are children trained into bad habits? How may right habits be formed?

4. (10) What proportion of one's character, according to the author, is due to education? Give reasons for or against the correctness of the estimate.

5. (10) What is said of rewards and punishments?

6. (10) What are the objections to class and school training?

7. (10) How should obstinacy be treated? How faults not willful?

8. (10) Give the views expressed on the study of the mother-tongue. Also on the study of grammar.

9. (10) State the essential characteristics of a properly educated man or woman. What is their relative importance? Why?

10. (10) What is your estimate of the value of the "Thoughts on Education"? Give reasons.

Fitch's Lectures on Teaching.

1. (10) State the qualifications of the ideal teacher.

2. (10) State the law of habit, and give its bearing on school work.

3. (10) What are the purposes of punishments? What is said of setting tasks for punishments?

4. (10) What are the objections to Rosseau's and Spencer's doctrines of the dicipline of consequences?

5. (10) When is *learning by heart* legitimate?

6. (10) State the advantages and disadvantages of oral instruction.

7. (10) What is said of the study of English grammar?

8. (10) Why and when should arithmetic be taught?

9. (10) What is the place of natural science in school education?

10. (10) Why should history have a place among school studies?

Subjects for Essays.

Choose one topic for your essay.

School Government. Intellectual Training in School. Moral Dicipline in School.

ILLINOIS SCHOOL JOURNAL

A MONTHLY EDUCATIONAL MAGAZINE.

PRICE, IN ADVANCE,.....$1.50 *A YEAR.*
IN CLUBS OF FIVE,.....$1.25 "

JOHN W. COOK AND R. R. REEDER,
EDITORS and PROPRIETORS.

NORMAL, ILL., JANUARY, 1886.

Entered as second-class matter in the postoffice in Normal, Ill., for transmission through the mails.

A general atlas is almost indispensable to the teacher or general reader. It should be modern, not too bulky, accurate, and sufficiently minute. These elements seem to be combined in an eminent degree in Johnson's General Atlas. The Western agent is M. T. Brown, Davenport, Iowa.

By reference to our advertising columns it will be seen that we are offering *Treasure Trove*, price one dollar, with THE JOURNAL, at the regular price of THE JOURNAL. Subscribers must mention this fact to secure the premium. We have a few copies of "The Evolution of 'Dodd'" left. We will send it with THE JOURNAL without extra charge when mentioned.

Our Dictionary Holder premium is still to be obtained. A $6 holder will be sent as a premium for eight subscribers at $1.50; ten, at $1.25, or twelve at $1.

"A moderate exhilaration and cheerfulness growing out of the act of learning itself is certainly the most genial, the most effectual means of cementing the unions that we desire to form in the mind. This is meant when we speak of the learner having a taste for his pursuit, having the *heart* in it, learning *con amore.—Bain*

Many teachers have the art of stimulating children to intense activity in their studies. But activity *per se* is not the only desideratum. Many children have a fondness for memorizing, or have a large development of the bump of approbativeness, or enjoy the triumphs of the "spelling down" match so keenly that they acquire a verbal mastery of their lessons as a means to these ends.

Teachers are often misled in such cases, and cannot understand the ridiculous slips of their brightest pupils when their thought powers are put to the test.

Children have not only "a distressing habit of literalness," but a distressing habit of working one faculty at a time.

There is no resting point for the schoolmaster. He must be an untiring student of his pupils, or he will be deceived at the point of greatest apparent security.

At last it appears that there is an opening for the poor pedagogue; Uncle Sam has solved the problem for us. It is not a pension, but a fat office. The examinations of the Civil Service Commission now extend to more than fourteen thousand places with salaries ranging from $700 to $1,800 per annum. About two thousand vacancies occur annually, which are filled by the successful candidates. From a circular sent out by the secretary of the commission we quote the following:

"Any one who is qualified to teach a school is competent to do the work required, and can go into the examination with reasonable hopes of success in securing a a good paying position, as the questions asked are similar to those given in teachers' examinations."

Let us no longer advise teachers to go west and grow up with the country; rather go east, fill a lucrative office, and die rich.

Among twenty pieces of advice made out by Anna C. Brackett in *American Journal of Education*, for two young teachers just beginning their work, we cull the following:

"Let nothing prevent you from thoroughly preparing every lesson—*no matter how simple*—that you are to give the next day. Never go into the school-room without knowing exactly *even to details*, what you are to do."

In our country schools this means an average of at least sixteen lessons daily to be prepared by the teacher. In most of our village schools it means no less.

"Don't omit to visit all the families who send children to your school. Make a friendly call. Don't wait for them—and show yourself *really* interested in them and their children."

This means an average of from twenty to thirty families.

"If any trouble occurs with any child, or there is danger of any—best go and see the parents and get their co-operation.

"Don't be in a hurry about punishing, if necessary. *Waiting* to think it over never does any harm."

That is, with many schools it may be necessary for the teacher to walk a mile and a half or two miles, in the dead of winter, to inform parents that their unlettered, untrained, and disobedient young hopeful is about to give trouble. This in a district of thirty families may not occur oftener than once every two weeks.

In the matter of punishment, delays are dangerous. A teacher should not punish unless in a right state of mind himself, but if a case of discipline is clearly before him, the more closely he associates the punishment and the offense, both in time and place, the better.

"For arithmetic classes. Do all the examples yourselves at home before the time; then you will know what you are about, and can tell where the error is. Keep ahead of your class."

That is, prepare in detail from thirty to forty problems daily.

Now add to the above, sixteen more pieces of advice, some as strong in their requirements as those we have quoted, and you have a summary of the vast expectations of some ideal teachers not made of flesh and blood. All for thirty-five dollars a month!

The powers that be have finally concluded that Denver is too far from the center of civilization, so Kansas comes out ahead in the contest, and the next meeting of the National Association will be held at Topeka. The dates are July 13-16. This city is so easily reached from Illinois that a large delegation will doubtless be on hand.

The contest between certain points had become so vigorous that the committee felt called upon to issue the following statement:

"One-third of those who attended the Madison meeting went from places east of Illinois and Wisconsin, and north of the Ohio River.

Three-fifths of those in attendance at Madison were residents west of Indiana and Michigan, and east of Dakota, Nebraska and Kansas.

One-thirteenth only, were from places west of Minnesota, Iowa and Missouri.

Denver is about 575 miles west of Topeka, and 570 miles from Omaha. At the lowest rates offered for going to Denver, the cost to teachers east of the Mississippi River would be about $25 more than to Topeka. As a place for the meeting of the Association it seems that Topeka would be more easily accessible than Denver to four-fifths of those residing east of Dakota, Nebraska and Kansas. And Topeka would furnish better facilities of access for teachers in the gulf and other southern states, than Madison did or Denver would.

The National Educational Association has for its purpose the accomplishment of good to the educational work of the country through its membership and meetings, and it is exceedingly important that its place of meeting shall be within easy access to a great body of teachers who will attend.

According to the last report of the Bureau of Education, within a radius of 500 miles from Topeka there are more than 100,000 teachers, within a radius of 500 miles from Denver there are about 15,000 teachers, of whom 12,000 reside east of Colorado, and within 400 miles of Topeka. In the states that sent three-fourths of the attendance at Madison there are 75,000 teachers.

Furthermore, the local representatives of Topeka have pledged to the Association the free use of conveniently located halls, with ample accommodations for our meetings, also hotel rates from $1.50 to $2.00 per day with not more than two persons in a room; and, with a hospitality like unto that which the citizens of Madison extended to the Association, the people of Topeka have given assurance that comfortable accommodations will be provided for more than 4,000 members, in addition to the hotel guests, at the nominal rate of $1 per day. Liberal pledges have also been made toward advertising the meeting, etc.

The railroads of the West have given assurance of rates for *round trip*, at fare one way; also, very low excursion rates are promised from Topeka to and throughout Colorado, to Utah, California, and other attractive regions of the far West."

"The teacher is now bombarded either professionally or officially from the direction of the school-room to the limit of effective force. The reading circle ought to open a new battery upon him from an entirely different direction. He is more in need of stimulus as a man or woman, as a cultured member of society, than as a teacher. * * * * Page's Theory and Practice is of inestimable value to the teacher, and the machinery is at hand in his certification for injecting the substance of the book into him. There is no agency for getting him to stand erect and stretch his mental muscles in the study of Emerson's Society and Solitude, or Carlyle's Hero Worship, or Holmes' Autocrat."—*Intelligence.*

We cannot agree with the first sentence of the above quotation. The "bombardment" is by no means severe in many parts of Illinois, and there is little danger of injury to the artillery. The examinations are of such a character that pupils who have "been through" the meagre outlines usually found in district schools, can meet the requirements.

An urgent need in hundreds of cases is a wider view of the subjects over which they have hurriedly passed—an appreciation of some of the remoter relations. The amount of "chippy" work done in our schools is enor-

mous. If the teacher can clothe the dry skeletons with a little flesh, they may be made to have a semblance of life and reality to pupils, and the reading circle should open this larger book to the teacher, and thus stimulate him to a more accurate and more comprehensive scholarship. But the lack of technical professional knowledge is not more striking than narrowness of general scholarship.

There are hundreds of teachers now at work in the schools of Illinois who have never taken a school journal, nor read a page of pedogogical literature. It is unfortunately not true that "the machinery is at hand in his certification for injecting the substance of" this or any similar book into him. The law provides the subjects for examination, and Theory and Practice is not one of them.

The fact is, there is no call in the law for any such book as Page or Hewett. There is about as much agency for them as for Emerson or Carlyle. So there seems to us a genuine need for text book and professional elements in the course.

There is need, and great need too, of the element that is represented by Emerson and Carlyle, although we question the wisdom of selecting those authors. There is point to the criticism, we freely admit. But we are feeling our way in Illinois, and the persistent effort of an indefatigable manager is beginning to show itself. If the reading circle proves a success, we shall not have to go farther than Decatur to find an explanation of it.

BOOK TABLE.

SADLER'S HAND-BOOK OF ARITHMETIC. Containing the principles of arithmetic, inductively presented, and over 5,000 problems to exhibit their application. Complete edition. By W. H. Sadler (president of Bryant, Stratton & Sadler Business College, Baltimore; associate author of "Orton and Sadler's Business Calculator," "Sadler's Counting House Arithmetic," "Sadler's Inductive Arithmetic"), and W. R. Will (principal of the mathematical department of the Bryant, Stratton & Sadler Business College, Baltimore; associate author of "Sadler's Inductive Arithmetic"). Baltimore, Md.: W. H. Sadler, publisher, Nos. 6 and 8 North Charles St.; 1885.

The authors regard the "'complete arithmetics' in general use as too deficient in number and variety of problems to afford adequate practice to the learner." They affirm that "a book of examples for supplementary instruction in arithmetic has become a recognized necessity in every modern school-room;" also, that "the present volume can be successfully employed in connection with any favorite complete arithmetic," and they suggest that in case only one text-book of arithmetic is to be used, the preference should be given to one containing little theory and sufficient practice. "It has been frequently demonstrated," say they, "that to teach arithmetic successfully, all [that] the skillful teacher requires is a sufficiency of live, practical, thought-compelling problems, fairly representative of the several topics taught. When a solution is completed, the pupil will be able, under competent supervision, to derive all necessary theory from his practice, to infer an apposite definition of terms employed, to discover the relation of those terms, and from that relation to originate appropriate rules and formulæ." "Containing less than four hundred pages and more than five thousand problems, the COMPLETE EDITION will be found to embrace within its convenient dimensions the largest and most varied collection ever before [!] published." "Most of these problems are reflexes of actual, every-day business transactions." "Every admissible subject is preceded by a set of carefully prepared inductive questions which . . . will be found more intelligible to the pupil and hence more permanent in remembrance than the explanations and rules of the older authorities, which, if used at all, are to the average pupil simply so many temptations to mechanical work."

The problems are indeed "many" and "varied," and they cover a wide range. Besides a generous space given to "Counting-House Practice," including "Bills and Accounts," and the commonly studied "Applications of Percentage," we have chapters on "Trade Discounts," "Savings Banks," and "Custom-House Business." Four appendices present "Useful Contractions," "Commercial Abbreviations," "Interest and Insurance tables, and "Short Interest Methods."

To give a clear notion of the author's mode of questioning, we quote in full the "Inductive Exercise" leading to problems for finding difference of latitude or longitude between two places on opposite sides of a given point. "How far apart do A and B live, if A's residence is one mile due east of a given point and B's one mile west of the same point? What is the distance from C's house to D's, if C's is two miles north of a given point and D's three miles south of the same point? Hence, how can you ascertain the distance between two places if located in opposite directions from a common point? If one ship be in 20 degrees north latitude and another in 15 degrees south latitude, how many degrees of latitude are they apart?" Then follow kindred questions to meet the case of places on the same side of the first meridian or of the equator. The "Inductive Exercise" introducing difference of time, fills a half page; about the same for difference of longitude. How prominent a feature of this work the inductive exercises are, may be inferred from the fact that in number they exceed one hundred. With rare exceptions these exercises are well devised—a no less admirable feature than the multiplicity and variety of problems.

And yet the book lacks harmony. Whether intended as a supplement or as a substitute, why so minute at one point, so generous in assumption at another? There seems an incongruity in starting a pupil in written

arithmetic by asking him, on the first half page, to read "$1620080091270050800304," and, two pages beyond, asking him to add a single column of six numbers whose sum is only twenty-four. Adopting the author's implication that this volume may serve as a complete arithmetic though containing "little theory," we are unprepared to meet, as the first question in subtraction, "What is the difference between 4,983 inches and 374 inches;" the more, as no hint is given how to take the first step. Under "multiplication of one fraction by another," the problem, "Multiply $\frac{3}{4}$ by $2\frac{1}{8}$," is immediately succeeded by "Reduce $\frac{7}{8}$ of $1\frac{1}{4}$;" yet the latter gives the first intimation that to simplify a fraction of a fraction may be regarded as multiplication, nor has any simpler compound fraction, such, for example, as $\frac{1}{3}$ of $\frac{3}{4}$, been considered. Perhaps the pupil's patient effort may earn him the delight of a discoverer. But what when he tries to *read* "$2\frac{1}{4}$ *of* $1\frac{1}{3}$?" "$\frac{1}{3}$ of $2\frac{1}{2}$ *of* 5?"

We again refer, and with approval, to the authors' assertion that "rules" are a strong temptation to merely mechanical work. Yet formulas and formulated statements like the following are, to us, equally suggestive of the adjustment of fulcrum and lever for the pupil's use: "The word *of* follows the multiplier and immediately precedes the multiplicand. The phrases *more than* and *less than* also precede the multiplicand, and follow fractions which must be added to or subtracted from 1 to find the respective multipliers." "When not self-evident, the base may be known by reference to the symbol, or phrase, *per cent.*, which will then be followed by *of, more than*, or *less than*, introducing the base." "Accurate interest for a part of a year=(interest for 1 year × number of days)÷365." Indeed, so numerous are statements and formulas like the preceding that we judge it is not "rules" so much as "explanations"—solutions and actual working forms—that our authors distrust. So far is the avoidance of figured method carried that the pupil is left to discover an appropriate scheme for the extraction of the square and cube roots. Verbal translations of the expansion of $(a+b)^2$ and of $(a+b)^3$ are given, followed by the suggestion that, evolution being the reverse of involution, the square (or the cube) root is found "by reversing the process." To this is added the intimation that separating into two-place or three-place periods, beginning with units, will give the number of figures in the root; and then come, under square root, the expansions of $(500+83)^2$ and $(580+3)^2$ as showing, not over-luminously, that the pupil is to consider "the obtained part of a root [of more than two places] as tens." Doubtless the teacher is expected to be at hand with supplementary "inductive exercises;" for certainly not one youth in a hundred would discover how to extract the square root "of 5 and seven thirty-seconds to four decimal places," nor, without a rule, would one in a thousand "find the cube root of 5256-$\frac{5}{8}$56364025$\frac{5}{8}$."

If our vote would do it, we would, in the next edition, suppress the 30 pages of "Answers." We would not ask a pupil to "prove that 1 mile equals $\frac{1}{4}$ of a mile." For "same name or denominator," we would use *same name, or denomination;* for "thirty-seven, and nine and five-sixths thousandths *of a rod*," would write *thirty-seven, and nine and five-sixths thousandths rods.* We would drop the last two words in the question, "*Hence*, if the divisor be a decimal and the dividend an integer, how many decimal ciphers should be annexed to the dividend, *and why?*" Does the author approve the question, "Can any *kind* of units be added unless *they* are similar?" He surely does not mean to teach that a multiplier may be concrete, though he asks, "If we prefer to muitiply 125 by $2, the price of 100 feet, how much too great, etc." The expressions, "multiplied into," and "that many," call for change. Lastly, we ask attention to the inaccuracy of saying that 6 is two times greater than 3, since 6 is only as large again as 3—that is, *once* larger; and to the needless, if not unmeaning phrase, "times less than."

The book, in type, paper, and binding, is little less than elegant, and its wide pages lie attractively open.

RIVERSIDE LITERATURE SERIES, Nos. 17 and 18. Houghton, Mifflin & Co., Boston.

These numbers of this excellent series of books for boys and girls contain "The Gorgon's Head," "The Golden Touch," "The Paradise of Children," "The Three Golden Apples," "The Miraculous Pitcher," and "The Chimera.

The plan of these wonder-books is briefly told. Hawthorne conceived the idea of dressing these classical myths in modern costumes. A college student at home for his vacation amuses his little relations by relating, in simple style, with suitable additions, such extracts from the old mythologies as "The Killing of Medusa," "Hercules in Quest of the Golden Apples," "Pandora's Box," etc.

The price is 15 cents each.

THE ENCYCLOPÆDIC DICTIONARY: A new and original work of reference to all the words in the English language, with a full account of their origin, meaning, pronunciation and use. By Robert Hunter, M. A., F. G. S., assisted in special departments by various eminent authorities. With numerous illustrations. Cassell & Co., limited, London, Paris, New York, Chicago.

Every general reader has felt frequently the limitations of the ordinary lexicons and encyclopædias, and has greatly desired a more comprehensive work for ready reference. The eminent author of the above work deserves the gratitude of all English-speaking people for the task that he has undertaken, and for the conscientious care with which he is performing it. The limits of a review render it difficult to do justice to so extended and elaborate a work. Eight volumes are before us, the last reaching to "Mel." They are neatly bound, richly illustrated, and each contains about 400 pages. In the prefatory note the author declares it to be his aim to include all English and Scotch words now in use, and also a large number of obsolete words which readers of old English frequently encounter. Obsolete spellings and meanings of existing words are given, and the changes through which they have gone are put in chronological order. An examination of the volumes discloses the fact that we have here a dictionary far surpassing in completeness any other of that character now before the public, combined with the fuller treatment usually reserved for the encyclopædia.

1. As a *pronouncing* dictionary it indicates, in almost every case, the precise value of each vowel. It shows an evident disposition to follow the lead of modern scholarship, with a leaning, in many words, toward popular usage. The normal organs of speech and of hearing are in a chronic state of rebellion against the authority of the great dictionaries in regard to quite a number of our common words. Dr. Hunter has yielded, in many cases, to what seems to us the more common-sense method. Webster leaves many vowels unmarked. They are understood to be "obscure." Obscure what? There are very few cases here in which the author has not indicated his meaning very clearly.

2. As an *etymological* dictionary it does, in a large way, what a few books have attempted with a small part of our primitives. No comparisons can be made with Webster and Worcester, for the simple reason that they attempt no such fulness of treatment, nor do they attempt to assist the non-classical scholar. Dr. Hunter has given the pronunciation of Greek roots in English text, and has so fully indicated the literal meanings of the foreign primitives that the reader who is unacquainted with either dead or modern European languages can readily recognize the original idea in the words. The clearness and simplicity with which this has been done render this feature of the work of the greatest utility.

3. As a *defining* dictionary it realizes its encyclopædic character. The English language has been ransacked An addition of 42,000 words to Webster is claimed, and we see no reason to question the correctness of the statement. Modern words, and many old words that have escaped the vigilance of the unabridged dictionaries, have been included. As has been stated, the treatment also is far more elaborate. Words are defined first as to their meaning in ordinary language, and next as to their technical meaning. Quotations from eminent writers are given to show more fully their uses. Historical references are explained, and, frequently, an illustration is added to give an added clearness to the definition. The elaborateness of this feature may be shown by the treatment of "lie" Three obsolete spellings, the Latin, Greek, and Anglo-Saxon roots, and seven other cognate roots, twenty-three uses alone, thirty-seven uses in composition, and twenty-nine illustrative quotations are given. The explanation of the nautical use of "log" fills a half column of small type. The political meaning of "conservatives," as used in England, occupies nearly a column; "consul" has two-thirds of a column, "cyclone" a column, "force" three columns, etc., etc.

We have gone over several of these volumes quite laboriously. We began, feeling very skeptical respecting the need of further encyclopædias. We confess to a radical change of opinion. This work is unique. That it will have a general introduction cannot be doubted, if its merits shall be made known to the public. Americans are keenly alive to the value of time. Such a wealth of knowledge in so compact a form will commend itself alike to the laborious scholar, the general reader, and especially to the teacher.

Further information can be obtained from Austin Sexton, care Cassell & Co., 182 South Clark street, Chicago.

THE MAGAZINES.

THE ATLANTIC MONTHLY for January:

It continues its fascinating serials, and begins a new story, by Charles Egbert Craddock. "A wail" issues from Dr. Holmes' study, which the public would do well to read.

Thomas Bailey Aldrich has one of his provoking surprises, and John Fiske discusses Corwallis' surrender. The roviews of especial interest are of The Life of Garrison, by his children, and Stedmans' Poets of America.

We will furnish THE ATLANTIC as a premium for six subscribers at $1.50. THE ATLANTIC and THE JOURNAL at $4.25

EDUCATION, November-December:

I. The Personal Element in Education, by John E. Bradley, Ph. D.

II. Essentials of Linguistic Training, by John Greene, Ph. D.

III. A Treatise on Psychology, by Mrs. L P. Hopkins.

IV. Industrial Training of Destitute Children, by Samuel Smith.

V. General outlines of Education (concluded), by S. Tegima.

VI. Infantile Pedagogy from the Physiological standpoint, by Dan Millikan, M. D.

VII. Psychological Inquiry, by Wm. T. Harris, LL.D.

VIII. The International Congress at LaHavre, by Margaret K. Smith.

IX. Reports on Education at the World's Exposition.

P. Foreign Notes.

Price, $4. N. E. Pub. Co., Boston.

THE CENTURY MAGAZINE for December:

The frontispiece is a fine portrait of Helen Hunt Jackson. We have alluded so frequently to the richness of illustrations each month that the remark is becoming trite. This number is fully up to concert pitch. The serials are as usual, full of interest. What wiser thing can a teacher do than read them?

The war articles receive a remarkable reinforcement from Gen. (?) Mark Twain. "The Campaign that Failed" in one of his happiest hits. The City of Teheran, An American Lordship, The Lessons of Greek Art, The Monitors, by Ericsson, the short stories, all make the number very readable.

THE POPULAR SCIENCE MONTHLY:

The January number is full of articles of especial interest to teachers.

I. Inoculation against Hydrophobia, by M. Louis Pasteur.

II. The Origin of Primitive Money, by Horatio Hale.

III. Progress in Tornado Prediction, by William A. Eddy.

IV. The Varieties of the Human Species, by W. H. Flowers, F. R. S.

VI. Fish out of Water, by Grant Allen.

VII. The Flower or the Leaf, by Dr. Mary Putnam Jacobi.

VIII. The study of Relations of things, by Eliza A. Youmans.

IX. A New Field of American History, by Rev. Henry Kendall.

X. Nonconformity, by Herbert Spencer.

XIII. Science in its useful applications, by Dr. W. Odling, F. R. S.

XIV. The Physiology of the Feet, by T. S. Ellis.

ILLINOIS NORMAL.

Most of the faculty attended the Springfield meeting.

President Hewett will spend several days in Chicago during vacation.

Twelve members of the preparatory class were promoted to the normal department.

Among the few of the new class who carried spelling last term are Miss Agnes Morgan and Mr. Lincoln Harris.

The picture of the class of '85 has been recently added to the many that hang from the walls of the University.

Miss Fell added a new feature to the contest by furnishing the contestants with the choicest lemonade during the exercises.

Miss Fell, the new assistant in Greek and Latin, is very much elated to know that while she is being treated to the gifts that belong to the holidays, her class room is to be treated to new chairs.

Prof. Seymour must have thoroughly canvassed his chemistry note book the night before the final examination. For all who wrote are willing to testify that no point from the "atomic table to the explosion of Hell Gate" was omitted.

The Latin classes of the University expressed their admiration for Prof. Barton by presenting him a "bank" at the close of the term. Each member was taxed "one penny," and as a result there was a sufficient number to fill the "bank" to its utmost A very appropriate presentation speech was made by Miss Bertha Glidden, a member of the Cæsar class.

For a few days previous to the contest the exercise that bid the fairest to be unique on that occasion was a Philadelphian speech emphasized by Wrightonian gestures. But, fortunately or unfortunately, after a few misunderstandings and a slight diversity of opinion as to when and where the gestures should be introduced, the participants decided that a "Philadelphian" speech is one thing and "Wrightonian" gestures another. A compromise could not be effected, and the exercise did not materialize.

Thursday evening, December 17, occurred the annual literary and musical contest between the Wrightonian and Philadelphian societies. The feeling of rivalry was never stronger and unusual interest was manifested by both societies, while each felt confident of victory. The result was a defeat for the Wrightonians by a score of six to one. In each of the two last contests Wrightonia's banner has trailed in the dust of her rival's triumph. Last year the Philadelphians made a clean sweep of the seven points. However, it is known that the Philadelphians needed just six points to make an even score with her sister society. In the twenty-two contests that have been waged each society has won 77 points. In the last six contests the Philadelphians have been making a steady gain, but two years ago they were defeated by six to one. In the recent contest the single point credited to the Wrightonians was won on the oration. In all the other literary exercises the judges stood two to one. Is this *remarkable?*

SOUTHERN ILLINOIS NORMAL NOTES.

Dr. Allyn has lectured at Benton and Anna during the past term.

Quite a number of the faculty expect to attend the State Teachers' Association.

The graduating class, at the close of the year, will probably number between fifteen and twenty.

During the past term a number of the faculty have each had a class in the training department. The plan has seemed to work very satisfactorily.

The storm doors lately put up have added very much to the comfort of the students. This, with the underpinning done last summer, has made the building as warm as the average school-room.

The lectures on "Pedagogy," by Dr. Allyn, have been largely attended this term. The class was so large as to necessitate several divisions. More attention has been given to observation work than formerly.

In the early part of the term the school was favored by several visits from Father Roots. He now has more than the usual interest in the school, from the fact that his grandson, Walter R. Kinsley is in attendance at the normal.

The County Superintendents' Meeting, for the lower counties, held in the normal under the direction of Supt. Raab, was not very largely attended, but was the occasion of much profit to those present. Many of the county superintendents appreciate these meetings very highly.

The new course of study seems to be more popular than the former one. By having the "Short Course" as well as the "Full Course," many are induced to make an effort to complete it. It is expected that after doing it they will continue their connection with the school, and finish the "Full Course"

The work on the new building progressed very finely until the severe weather. On account of the sudden change the workmen could do but little. It is to be hoped the winter will be a mild one, at least in southern Illinois, for the completion of the work depends much upon the kind of weather we have during the winter months.

Much credit is due to Mayor Ingersoll, the resident trustee, for the great interest he takes in the school and in the work on the new building. Mr. Rapp, the superintendent of the entire work, has succeeded admirably in preparing the lower walls for the contractors to begin their work upon. These walls are pronounced superior to those in the first building.

During the past term the following papers have been read in faculty meeting: "Pestalozzi," by Prof Jerome; "Hobbies," by Dr. Allyn; "Our Planet—Its Origin and History," by Prof. Parkinson; "A Review of Mr. Morgan's prize essay, 'The Function of the Normal School,'" by Prof. Hull; "Object Teaching," by Prof. Bengel; "What Shall We Read," by Prof. Brownlee. These papers were each followed by an interesting discussion.

The thirty-fourth term of the institution closed Dec. 17th. The next term will open Monday, Jan. 4. While the present division of the thirty nine weeks of the school year into three terms, the first of which having fifteen weeks, and the other two twelve each, is not wholly satisfactory, it is less objectional than the arrangement of three terms of equal length, necessitating the opening of the second term a few weeks before the winter vacation.

During the past term there has been considerable sickness among the students. The cases, however, were all some mild disease, except that of Miss Alice Horner, of Pinckneyville, Perry county. Miss Alice, with her twin sister, had been a member of the school for one entire year, and was just entering upon the second

when she became a victim of the typhoid fever, and died Nov. 2. Up to the time of her sickness she had never missed a roll-call.

After nearly twelve years of faithful service as an active member of the faculty, Prof. Brownlee severs his connection with the Southern Illinois Normal University, to fill the chair of rhetoric and oratory in the University of Illinois, at Champaign. The faculty and students will very much miss Prof. Brownlee from their midst. He has rendered very valuable service to the institution, both in the class-room and out. The best wishes of his associate teachers and the students follow him to his new field of labor. His successor has not been selected. At the last meeting of the faculty Dr. Allyn gave a toast, in which he paid Prof. Brownlee many compliments. The toast was responded to by the Professor in a very happy manner. Just at the close of the term the faculty presented him with three handsome volumes of Shakespeare's works, and an accompanying index.

PERSONAL.

In the Directory C. F. Kimball, of Hyde Park, was incorrectly assigned to the town of Lake.

M. C. Connelly is principal of the Petersburg schools, instead of S. C. Humphrey, as reported in the Directory.

The Ottawa township high school is credited with only five assistants, whereas it should have been credited with eight.

Maud Powell recently appeared in New York and seems to have captured the critics. The leading papers unite in giving her unstinted praise.

Several mistakes occurred in the annual Directory. This is next to unavoidable where the facts are gathered from so many sources. More than one hundred persons contributed the information.

To his skill as a teacher S. B. Wadsworth adds no small gifts as a poet An entertainment was recently given in Oregon, by the children of one of the rooms, in which the entire programme consisted of selections from his poems.

George W Parker, for two years principal of the Wenona schools, has been selected as deputy county superintendent, and will enter, Jan. 1, upon the work of assisting the superintendent in inaugurating a system of country school supervision.

Bro. Tear, of Delavan, is booming things. The Delavan public schools were awarded first premium on all work exhibited at the Delavan fair; also five first and four second premiums on work of particular grades. The contest was mainly with Pekin and Washington.

Thirty-eight persons attended the examinations for state certificates this year. Eleven were awarded certificates: Robert H. Rennie, Glenwood; John S. Ketterman, Nursery; David N. Blazer, New Boston; John P. Yoder, Bushnell; James B. Blazer, Meredosia; Charles S. Harris, Galesburg; Nathan A. Harvey, Carrollton; Fred W. Smedley, El Paso; David W. Reid, Rock Island; Samuel A. Harrison, St. Joseph; James M. Nickles, Sparta.

In its notice of the address of Prof. C. C. Snyder, before the Carroll Teachers' Association at Mt. Carroll, the other day, the Savanna *Journal* says:

"The address of Supt Snyder was replete with good things well said, and was thoroughly enjoyed by all present. The production was one of those timely lectures which ought to be read in every school district in the land. It deserves to be printed in pamphlet form, and published in quantities for free distribution among patrons and teachers. The members of the Carroll County Teachers' Association were delighted to see and hear Prof. Snyder, and will be pleased to have him visit Carroll county again."

WHITESIDE COUNTY.

Whiteside county is laboring in the right direction. Our superintendent has recently issued a circular to the directors giving important suggestions on school law, and other matters relating to their duty. A good idea.

While in Erie the other day your correspondent was pleased to find the teacher reading an article from the "Fish Commission" to his class in geology. They were all interest and attention to that part of the programme, and gave evidence that they were comprehending the importance of the subject. What a sad mistake is made by the teacher who confines himself and his class to the text-book.

While in Albany I was pleased to notice a bulletin board which on that day contained the folllowing: 1. William H. Vanderbilt died December 8, 1885, worth about $205,000,000; 2 Hon. John Sherman is president *pro tempore* of the senate, and *ex-officio* vice-president of the United States; 3. Hon. John G. Carlisle is speaker of the House; 4. There are now about 260,000 Indians in the United States; 5. The public debt is now about $1,514,000,000. As to the value of such work in the hands of a skillful teacher, comment is unnecessary.

Glad to report that in our county the Reading Circle is a success. The children shall reap a rich harvest from this systematic course of professional reading now carried on by the teachers and shared in many cases by the most advanced and wide-awake pupils. The teaching of to-day sustains the same relation to the teaching of the past that the mechanic does to the cobbler.

The joint institute recently held in Dixon, between the counties of Whiteside and Lee, was well attended—about 40 going from Whiteside, and a greater number of course from Lee.

It was a success. The recitation in history as conducted by Miss Fuller, of Dixon, was very thorough—almost entirely beyond criticism. A few criticisms were attempted, but the teacher and a few "sharp-shooters" from the class were able to parry all blows, and succeeded in returning a few shots which were fatal. Miss King, of Sterling, made a telling speech, simply from notes, in favor of mental arithmetic. Her arguments were convincing, and her speech demonstrated most conclusively that she has that power of concentration which she claims that mental arithmetic will give.

The question of records, which should be kept by every teacher, was thoroughly discussed, and the idea emphasized that if teachers keep no records for themselves, they should by all means keep a record for their successors. The manner of keeping such record is not so important as the fact that a fair estimate of the standing of each pupil, in the essentials, should be kept as a matter of permanent record. Another joint meeting is to be held in Sterling soon. W. W. K.

GREENE COUNTY.

County Supt. Roberts has begun his work of school visitation.

Two reading circles have been organized, one at Carrollton and one at White Hall.

The Carrollton school is blessed with an excellent janitor. How many schools can say as much?

Mrs. Black, formerly Miss Mattie Irwin, whom Normalites will remember in connection with Sec. I, of 1880, teaches at White Hall.

George W. Smith, one of the ablest teachers of Greene County, resigned the principalship of the Perry school and has accepted the position of assistant in the High School at White Hall.

The Carrollton School Board recently added 138 volumes to the school library. They expect to appropriate one-fourth of the tuition received annually to the library. Mr. Felmley's work in the High School tells. His High School took five premiums at the State Fair. N. A. H.

JASPER COUNTY.

Mr. F. A. Louis has charge of the Jones school.

Mr. G. W. McColley is principal of the Yale school.

There was a teachers' institute at Rose Hill December 19.

There was a teachers' institute at West Liberty December 5. There was an interesting programme and a good attendance. Prof. Moffett is principal of the school at that place.

The teachers of Wade Township met at Newton, November 29, and organized a local Reading Circle. Mr. J. F. Reisner was elected president and Miss Sylvia Sherman secretary.

JO DAVIESS COUNTY.

Father Brand is devoting his attention to the country schools of the county.

Prin. C. D. Stilwell is having a lecture course in Apple River for the purpose of building up a school library, and thus far indications point to successful results.

An effort is being made by the new Catholic priest in Galena to draw all the Catholic children from the public schools and send them to parochial schools. One new school has been formed which took fifty children from the public schools. More are soon to be organized.

The Jo Daviess County Teachers' Association met at Apple River, Saturday, December 12. Forty earnest and active teachers were present. Fifteen teachers attended from the Galena schools, and three from Warren. Mr. Weirick, of Nora, was present. Mr. F. M. Richardson, principal of the Elizabeth schools, came with his teachers sixteen miles across the country through the drifted roads to attend the association, making a ride of four hours.

Miss Lillie Crummer, of Warren, read a thorough paper, written in a neat and scholarly style, on Methods of Teaching United States History, in which she emphasized the importance of having many books upon history before the class; assign reading from topics, and the preparation of papers upon leading subjects; cultivate the conversational powers of the pupils; develop good story-tellers.

Mr. F. M. Richardson, of Elizabeth, followed with an able and logical talk upon the *difficulties* encountered in teaching this subject, and the *aim* the teacher should have in imparting historical knowledge; he should develop character, make his pupils more enlightened and patriotic citizens, lead them as far as possible to be non-partisan in their views and actions.

This was followed by an interesting discussion of a conversational nature. Some of the principal points brought out were: the best method of studying the civil war is by campaigns; that, our text-books being unsatisfactory upon this subject, larger histories, and especially magazine and newspaper articles should be consulted freely. The study of history is reserved till too late a period in the child's education. In the Galena schools it is commenced in the fifth grade with suitable stories upon leading events, the children manifesting remarkable interest and progress.

The subject of Number Work received an able discussion by Miss Addie Northam, of Warren, in which she urged the importance of object lessons during the first year's work, and of making the pupils accurate and rapid on the simple combinations.

C. D. Stilwell opened the afternoon session with a paper on "Rhetoricals." There are five ways in which this work can be employed: Authors' Days, Written Exercises on Literary and Historical Subjects, Evenings Entertainments of a Literary Character, Literary Exercises on Friday Afternoon, once a month.

The Reading Circle received the remainder of the time.

Recitations were conducted upon Pedagogy and History. Topics had been assigned by the committee, teachers were prepared upon them, and discussed the same orally. A very interesting and profitable afternoon was spent, resulting in a number of accessions to local circles.

The course of reading prepared by our state committee is meeting with the highest approbation of Jo Daviess County.

The next meeting of the Association is to be held in Galena on the second Saturday of February.

SCRIPTOR.

ROCK ISLAND COUNTY.

Through the kindness of the City Library Board, the pupils and teachers of the higher grades are enabled to make extensive use of the library.

School begins now at nine o'clock, and closes at two, with two recesses. The report of attendance for the past month shows 99 per cent. for the boys, and 97.2 per cent. for the girls.

Circulars were sent recently to parents of pupils attending the High School, asking their opinions with respect to a change in that department from two sessions each day to one. Ninety-five of the ninety-nine answers were favorable to a trial of the plan. At the end of the first month's trial the results appear to give quite general satisfaction.

The total enrollment in the city schools for November was 1,906. There were but 44 cases of tardiness and four cases of corporal punishment during the month. The per cent. of attendance was 95 87. Considering the number enrolled it will be seen that there are few cases of tardiness. It frequently happens there is not a single case of tardiness in a room for months at a time. At least one room had no tardiness during the last school year.

At a recent meeting of the City Board of Education the following rules pertaining to the appointment and salaries of substitutes were adopted:

In case of the necessity of a teacher's absence from her school for a period not exceeding two weeks, the superintendent shall employ a substitute for said time; but if the absence will probably exceed two weeks the Board shall make the appointment.

When a substitute is an experienced teacher, fully capable of filling the place of the regular teacher, the substitute shall be paid the regular salary of the room; if inexperienced, the substitute shall be paid at the rate of thirty-five dollars per month, the regular teacher being paid for the time she has taught.

SPRINGFIELD.

The senior class numbers thirty-five—ten boys, twenty-five girls.

The Cicero class are doing fine work in the study of Roman antiquities.

An application for position as teacher in our schools comes from Victoria, Australia.

The high school teachers have all joined the Reading Circle, and will take the first year's work.

The Board of Education has recently purchased a planetarium and a planisphere, from Charles Scribner's Sons, for use in the high school.

The pay roll of the teachers for November amounted to $4,116.67; average number of pupils attending, 2,723; per cent. of attendance, 97.6.

The junior class gave an entertainment called Carnival of Days, last month, to raise money to buy a piano. Fifteen cents admission was charged and $80 raised.

Mr. J. N. Huff, of Indiana, a graduate of the Indiana State University, is the newly elected principal of the Edwards school. There were twelve applicants. In the

examination last summer, out of seventeen, he ranked second in scholarship.

The teachers of the city consider themselves very fortunate in obtaining the valuable instruction of Mr. W. L. Pillsbury in their study of school law, to which thirty minutes of the monthly institute are to be devoted. An hour is also set apart for a lesson in pedagogy, of which Supt. Feitshans is the very efficient teacher

Mr. James A. Johnson, principal of the Edwards school, died of consumption, Dec. 1. He had been a teacher for fifteen years, the last eight in this city. All the schools were dismissed to attend the funeral, and suitable resolutions were passed by the Teachers' Institute. Mr. Johnson served with great credit in the civil war, and was discharged with the rank of lieutenant colonel. He married a lady from this city, who with one son, seven years old, survives him.

Supt. Feitshans, in his remarks to teachers at the institute, directed them to lower the windows an inch only, during the cold weather. Let no teacher think a room can be ventilated without brains. He is criminally forgetful or negligent who does not care for scholars who sit in front of windows. Be as courteous and sober minded as possible in dealing with parents. Prevent undue familiarity between boys and girls in the school room at recess. Never make children walk on their toes. Before an election of teachers, the superintendent and principals are required to make a statement of facts as to whether or not a teacher should be retained because they are presumably qualified to do so; they have the opportunity for forming judgment, and are personally interested. There is now no reasons why every teacher should not be endorsed, and if the present spirit be maintained, no possible danger of not being reëlected.

EMILY A. HAYWARD.

CHICAGO NOTES.

My Dear Journal—Since my last letter we have had many educational addresses in the city, and they have been of unusual interest. Before the Institute of Education Rev. Mr. Mercer presented a scholarly paper on the "Training of the Will." Mr. Mercer is thoroughly interested in public education, but is not altogether satisfied with public schools. Mr. S. S. Greeley, Cook county surveyor, a somewhat eccentric, but very gifted man, under the title "Measures, not Men," entered a strong plea in favor of the Metric System. He contended that the system should come into use through the demands of the people and as a result of school training, instead of waiting for legislative action. He failed to show, however, that the introduction of the system has ever come from such demands, though it exists in some fourteen different countries.

Before the Principals' Association, Rev. Dr Henson professed to present the "Complaints of an Old Fogy." The only very good thing in his half speech and half sermon, was a good story attributed to Abraham Lincoln. The doctor, as is usually the case with doctors, bemoaned the loss of interest in Greek. One of the physicians of the Board of Health addressed the same Association a month later on some school practices which produce ill health. In speaking of ranks of children climbing stairs in tall buildings, he used the Skinner school by way of illustration. The rashness of his venture became apparent when he was sharply called to order by the principal of said school, who, much to the surprise of those present, informed the doctor that "the Skinner has no ranks." There were some telling points in the address, the most effective being on the marking system and ranking in classes. He related some pitiful experiences with young patients.

The best meetings held in the city are those of the County Association. Dr. Jewell addressed this body of teachers in November, on "Nervous Disorders of Children." The doctor is a cadaverous specimen of humanity, who wears an overcoat and arctic overshoes in July. He talks well, however, and takes back much that he says when at all cornered by questions. The great evil of schools, as he sees them, is the long hours, *but*, the hours that he prescribes are almost identical with those in the Chicago schools. I suppose he doesn't happen to know it. Col. Parker, who was present, asked an entirely new question: "Don't you think when the attention of the teacher is given to the harmonious development of the mind, soul, and body, that etc, etc." Dr. Jewell allowed that it would, without doubt.

Before the same association Dr. Mayo appeared a week ago. He gave the royal address of the season. Of course the doctor's address was flowery enough to make it smooth, but it was splendid and helpful. He is a dear old man. He spoke of "What the Public Expects of Teachers," or words to that effect. "That the teacher is the school" is a general opinion, and a very correct one. The public demands: 1. Skilled labor in the school-room. 2. That teachers shall realize that school teaching is becoming a profession. 3. That since public school teachers are public officials, they shall submit to public criticism as do others. The lecture closed with an impressive appeal for consecration to the teacher's work.

All teachers here regret that the *Practical Teacher* has sold itself to E. L. Kellogg & Co., and all look upon it as a great mistake. Last year it was a capital journal, full of help for the teachers, but now ————.

The Board of Education have again taken occasion to affirm their demand that corporal punishment shall, under no circumstances, be inflicted in Chicago schools. This time it was Brother Merriman, longest in service among the principals. As he was going home he heard the familiar call, "Daddy Merriman." Catching the boy the old gentleman soundly boxed his ears. He was fined by a justice and reprimanded by the Board. Mr. Merriman put in the rather novel plea that he boxed the boy in his capacity of an American citizen and not as a schoolmaster. In consideration of the plea the Board did *not* dock him a half month's pay. There is no doubt that the effect of the rule is bad, and the schools are harder to govern each succeeding year. The independence of young America needs no bolstering by school boards. Yours truly, X. Y. Z.

OBSERVER'S LETTER.

DEAR JOURNAL—I have seen lately two noteworthy specimens of school architecture, the Webster school building at Quincy, and the new high school building at Peoria. The Peoria building is in every way a model. Itself the result of a careful study of the best buildings in the country, and of the opinions of leading educators, it may well be taken as a text-book by school boards elsewhere. Supt. Dougherty deserves much credit for his painstaking comparison of plans, and for the skill with which he has embodied many ideas in one harmonious structure. The result surely justifies the course of the Peoria school board in putting the whole matter into his hands, allowing him to act upon his own judgment in both the general design and the minutest details.

The building is artistic in its exterior. There is some ornamentation, reminding one of the fashions of the day in dwelling houses, but nothing suggestive of the "craze" which prevails in some quarters. *It is a two story building.* A county superintendent remarked to me a few days ago that he believed the days of three and four-story school-houses is past. I replied that I should like to think so, but the facts do not warrant the assertion. Let it be published throughout the State that in our second largest city the school board can afford land enough to spead out their high school on two floors. Let us see if that fact of to-day will not help to determine the fashion of to-morrow.

One of the first things which impresses one on entering this building is the abundance of light. The windows are so grouped as to secure a pleasing effect without, and admit an almost unbroken body of light in the room. On the first floor there are four study rooms, a "business department," and the principal's office. The hallway runs parallel with the street. There is an exit at each end and two at the front of the building. On the second floor there is a recitation room in each of three corners; a chemical laboratory in the fourth, supplied with water and other conveniences; while the center, from side to side of the building, is occupied with the assembly room, or chapel. In the basement are dressing rooms, the engine room, a room for classes in bookkeeping, a girls' play-room and gymnasium.

I am indebted to Supt. Mack, of the Moline schools, for special courtesies. I was much interested in his plans for introducing manual training into his schools. Thus far all bench work that has been attempted has been done by the boys outside of school hours, under Mr. Mack's direction. It has not been required as a part of the regular course, but is fast winning its own way to that distinction. I am not sure but teachers might learn a lesson of some value from this process. Is it not sometimes a prudent course to enact a *law* by first securing its recognition as a *custom*? Mr. Mack has been greatly helped by some of the prominent manufacturers of Moline, who have offered prizes for good handiwork. The anual exhibition and distribution of these prizes is an event in the community. Drawing already has a place in the course. In no room is more than an hour and a half per week devoted to this branch, yet the three departments of drawing,—decoration, representation, and design,—all receive due attention, and surprisingly good results are secured. Mr. Mack now has a normal class, made up of graduates of his high school. I saw some relief maps which they had made. The work was very neatly done.

I am highly pleased with the working of the new institute law. As an adaptation of means to a public end, it is worthy to be considered a stroke of genuine statesmanship. By way of contrast with the institutes which have recently been held in Illinois, I am reminded of the first county institute for colored teachers in the State of Kentucky, which I looked in upon a few months ago. The county superintendent wrote a stanza of poetry on the board, closing with the words:

"—— our bark to *stear*."

He was in doubt about the spelling of the last word. He questioned two or three white men, who were unable to help him. Finally an intelligent young mulatto made the proper correction, and the superintendent remarked apoligetically that "he thought all the time it was the name of the animal that was spelled s-t-e-a-r, and not the verb."

OBSERVER.

OTTAWA TOWNSHIP HIGH SCHOOL.

We recently had the privilege of visiting this institution, and met with a series of surprises.

The first was, that, in Ottawa, a city of but ten thousand population, a school of such vast size should be built up. It is the largest high school in the State, we believe, outside of Chicago. The enrollment last year was over three hundred, and this year it will be over three hundred and fifty. We asked a citizen how such a remarkable attendance had been secured. "Well," he replied, "Mr. W. L. Boltwood, the first principal, was a very scholarly man, and he gave the school a fine reputation for scholarship. The present principal, Mr C. W. Tufts, while a much younger man, has raised the grade of the school even higher. He is also an incessant worker, and advertises the school all over this part of the country, through the press and by sending out circulars."

In the school building, which is very fine, we found another explanation of the success of the school. There was every thing that could be desired to run such an institution. Light rooms, fine apparatus, and a museum of which a college might be proud. By a resolution of the board, no teacher can be employed who is not a graduate of some college or university in good standing

Prof. Tufts invited us to his home for dinner, and here a new surprise awaited us. We have generally found teachers living in rented houses, and not always able to get very good ones at that. Prof. Tufts, however, has planned and built his own house, and an elegant one it is, and must have cost at least seven or eight thousand dollars. He is evidently a natural architect, for we have rarely seen such a perfect blending of form and colors. One window facing the High School building, for that is on the opposite corner, has one solid sheet of plate glass, extending from the floor nearly to the ceiling, and half way across the side of the room. Many of the windows are of stained glass, made in England, and the varied shades of these blend beautifully with the exterior, which is painted in different shades of terra cotta. The chimneys, which extend from the ground, are built on the outside of the house, and have panels inlaid with glazed tile. On the inside we found hand carved, natural wood mantels. All the rooms are connected with electric bells and the gas lighted by electricity; in short, everything going to make up an elegant and beautiful home. We expressed surprise to Prof. Tufts that a school master could afford such a place. "Well," he replied, "I could not if I depended entirely on a salary, but I have been quite fortunate in my investments in Kansas lands, and my profits from that source during the past year have been more than this house has cost me. Besides if the people are taxed to pay my salary, I think it no more than right that I become a tax payer myself, and do all I can to improve the city and make it desirable as a home."

Yours truly, J. C. B.

THE READING CIRCLE.

REVIEW OUTLINES.—PHYSIOLOGY.

I.

SKELETON. (201)

1. Head. (22)
 1. Cranium. (8) — Frontal 1; Parietal 2; Temporal 2; Occipital 1; Sphenoid 1; Ethnoid 1—8
 2. Face. (14) — Upper Maxillary 2; Lower Maxillary 1; Malar 2; Palatine 2; Lachrymal 2; Turbinated 2; Nasal 2; Vomer 1—14
2. Trunk. (55)
 1. Sternum. — Handle. Blade. Point.
 2. Spinal column. (24) — Cervical 7; Dorsal 12; Lumbar 5—24
 3. Ribs. (24) — True 14; False 6; Floating 4—24
 4. Pelvis. (4) — Innominata 2; Sacrum 1; Coccyx 1—4
2. Extremeties.
 1. Upper. (64)
 1. Shoulder. (4) — Scapula 2; Clavicle 2—4
 2. Arm. (2) — Humerus 2
 3. Forearm. (4) — Radius 2; Ulna 2—4

4. Hand.
 1. Carpus.
 (16) Scaphoid 2 Trapezium 2
 Semilunar 2 Trapezoid 2
 Cuneiform 2 Capitate 2
 Pisiform 2 Unciform 2
 2. Metacarpus—10.
 3. Phalanges—28.

2. Lower.
 (60) 1. Thigh.
 (2) Femur 2
 2. Leg.
 (6) Tibia 2
 Fibula 2
 Patella 2
 3. Foot.
 (52) 1. Tarsus.
 Oscalcis 2
 Astragalus 2
 Cuneiform
 External 2
 Middle 2
 Internal 2
 Scaphoid 2
 Cuboid 2
 2. Metatarsus—10
 3. Phalanges—28

II.

Blood.

1. Definition.
 (Is it alive?)
2. Specific gravity.
3. Temperature.
4. Alkaline or acid?
5. Color.
 1. In what part?
 2. Cause.
6. Kinds.
 1. Arterial.
 2. Venous.
7. Composition.
 1. Plasma.
 1. Fibrine.
 1. Coagulation.
 1. Cause.
 2. Purpose.
 2. Serum.
 2. Corpuscles.
 1. Distinguished
 1. By color.
 2. Nutritive value.
8. Amount. 1. Red; Peculiarity in mammals.
 1. Why red?
 2. White.
9. Functions.
 2. Shape.
 3. Size.
 4. Office.
10. Transfusion.

III.

Ventilation.

1. Definition.
 1. Etymological.
 2. Applied.
2. Why necessary.
 1. Consumption of oxygen.
 1. Respiration.
 2. Combustion.
 2. Removal of waste products.
3. Implies what?
4. How secured in summer? In winter?
5. Ways of heating.
 1. Open grate.
 2. Enclosed fire.
 3. Hot air.
 4. Steam.
 5. Hot water.
6. Admission of air.
 1. Where?
 2. Cautions.
7. Exit of air.
 1. Where?
 2. Cautions.
8. Respiratory products.
 1. What are they?
 2. Their character.
 3. Where in cold rooms? In warm roo
 4. Their danger.
9. Combustion products.
10. Ventilation of sleeping rooms.

PUBLISHERS' NOTES.

There is a great demand for kindergarten mate and devices for primary teachers. Examine the "a with the wheelbarrow.

To visit H. B. Bryant's Chicago Business College i make up one's mind that is the model practical schoo of the country. It has a suit of 22 rooms and a la corps of instructors.

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The graduates of H. B. Bryant's Chicago Busine College are called for by business houses much mo rapidly than they can be prepared. Scarcely a d passes that there not several called for.

LOCAL NOTES.

Maxwell & Co. have removed to Chicago, but they h their old store behind them, and R. C. Rogers & C their successors, can fill any order for goods in their lin If you want a book that your dealers can't supply, wri Rogers & Co., and get it by an early mail. Studen drop in and see the opportunity for bargains. No Side Court-House Square, Bloomington.

BOOKS SENT POSTPAID.

Hewett's Pedagogy, $1.07; Cook's Arithmetic, .0 Haynie's Grammar, .56; Seymour's Simple Dissectio .20; Metcalf & DeGarmo's Dictionary Work, .27; M Kennedy's Observation Schemes, .25; Gillan's Less in Mathematical Geography, .15; McCormick's Pra cal Work in Geography, $1. Special rates by quantit Introduction prices on all text-books. Correspond invited. NORMAL BOOK AND NEWS CO., Normal, Il

LLINOIS SCHOOL JOURNAL.

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ND AND EYE TRAINING IN THE PUBLIC SCHOOLS.*

BY W. S. MACK, MOLINE, ILL.

We are all observers. We do not, however, often view ur object from the same station point. Some are near. ome are remote. Some are in the middle ground. ach sees something on the side which is nearest to him. f all were equally observing the number of percepions would be proportioned to the distance which parates us from the object. Occasionally one is quisitive enough to go to and around the object; o touch it; to handle it; to want to know it as it is, ot as it appears.

Most of us, probably all of us to some extent, compare ur observations, and draw some conclusion from this mparison—formulate an opinion or a judgment. If o do this, and we believe every intelligent person does, e accuracy of our judgments will depend upon the eeness and clearness of our perceptions. In our narw sphere we have been an observer, and are here to ll, in some fashion, what we have seen, and what we nclude. You are to decide whether our station point s been too remote, our observations, as a consequence perfect, and therefore our judgments faulty.

How did the subjects which constitute the present pubc school curricula get there? Why is it that the achers and parents of the millions of children enrolled the public schools of this country never think of quesning the value of these subjects, and their right to a ace in our educational scheme? To answer these estions fully we should have to consider the process—g and tedious—by which this scheme has been lved—to trace step by step along the path of individl and race development, the invariable tendency of ions and communities to give to their youth a trains suited to the conditions of their environment, and in mony with the existing concept of human excellence. serve this tendency in a few instances.

The Chinese begins life, and succumbs to death in an osphere of social immutability. His every day occuions; his manners; his every act almost, are govd by the customs and habits of his immediate ances-, who in turn patterned after theirs, and so on back housands of years. He is not expected to be himself, but a good copy of some one else. By this standard he is adjudged a good and useful citizen, or otherwise.

The educational system of the Chinese is in perfect accord with these life conditions, and is evolved from them. Reading Chinese history, writing, and counting are almost the only subjects taught—the first by committing to memory lessons which have been given without variation to generation after generation of Chinese youth. *Reading in history*, not that he may profit by the mistakes of his ancestors, but that he may in addition to learning to read, learn to rigidly repeat their mistakes; *writing*, not that he may communicate and record his own thoughts for the benefit of his contemporaries and posterity, but simply that he may give expression to the memorized thoughts of others; *counting*, that he may perform the simple computations incident to his simple and unprogressive mode of life. The individual with powers and faculties susceptible of unlimited development is not essential to the Chinese scheme—on the contrary he would destroy it.

The educational system of the Greeks in its aim, its matter and its methods, was consistent with the Grecian estimate of life. Life to the Greek meant physical and intellectual domination: Participation in the productive occupations which constitute the foundation of modern states, was unbecoming the descendants of the Olympian Gods. The Greek must be fed, clothed and sheltered; he must possess also many luxuries; but provision for these wants was the business of slaves and foreigners, who were to the State hardly more than the appliances by which this chamber is heated are to the business transacted here.

In a society thus organized, the system of training evolved would, of necessity, be evolved by the powerful, and would have for its chief object, the strengthening and continuance of this power—would, as has been said, be "particularistic." Such was the design, and such the effect of the musical and gymnastic training of the old Greeks, call it development of "strength and beauty of body and soul," or whatsoever you please.

As Roman society was in many particulars modeled after the Grecian, and included in its composition many characteristics of the latter, so the Roman concept of individual excellence, though not as lofty as that of the Greek, was hardly more comprehensive and humanistic. It is true, unlike the Greeks, the Romans appreciated and practiced, to a considerable extent, the peaceful arts,—mechanics and agriculture; but they never forgot

*Read before the Illinois State Teachers' Association, December 31, 1885.

that they were Romans, and that Rome's greatness depended more upon the victories of its armies, than upon the industry of its artisans and husbandmen. The education of Roman youth became, in consequence, one-sided, and like that of the Greeks, exclusive, aiming not to produce the man, but the Roman.

An examination of European peoples after the spread of Christianity among them, and after they had developed a partial organization—an examination of their social views and customs, and their estimate of man as related to, and as a resultant of these conditions, will show the complete consistency of a training, whose object was to produce the devout monk, or the valiant knight. All their fears and all their aspirations were materialized in the castle and the cloister, and no other training could typify their ideal, and satisfy the demands of those turbulent and superstitious times.

Then came the Reformation, and with it new life conditions—conditions which tended to exalt the man by making him responsible; by making him less a slave in thought and action; by showing him his relation to the organic whole, and the possibilities bounded only by the horizon of his powers. The intrinsic value of man began to be considered, and with this consideration, the mysticism born of monasticism and scholasticism failed more and more to influence his mind and actions. An education adapted to these changed and changing conditions now began to be evolved, and with it a long line of educational expounders, sometimes termed reformers, keen observers of nature and society, who brought together their observations, and deduced therefrom principles good for the training and guidance of the youth of their own and all times.

We have not the time, nor is it necessary to review the work of those most prominent in the evolution of education—to find what contributions of original value each has made to the general fund, and to what extent each was influenced by his predecessors, and by the social conditions which constituted his environment. We do know, however, that this evolution is going on unceasingly, parallel to and as a result of our widening knowledge of human capacity and destiny, and our better comprehension of social laws, and will continue to the end of time; that education has a definite and determinable value in this life; that in order to prepare its recipients for right living, it must meet the demands of the organization of which they are a part; that no absolute standard of individual excellence is conceivable—the highest standard being only the formulation of the best thought of those who create it; that education does not seek to accomplish results beyond this standard; that all the schoolmasters on the face of the earth cannot impose an education out of harmony with the circumstances which order our lives. These are the inevitable conclusions to which history leads us, and it is this which should govern our investigation of the subject in hand, that we may consider it not less from the standpoint of the *citizen* than of the *schoolmaster*.

Returning to our inquiry—how did the subjects now taught in the schools get there, and why is their claim unquestioned, we are prepared to answer—their knowledge-giving value first won them a place; their knowledge-giving, combined with their self-culture value, has given them a *permanent* value as educational means.

That these subjects were originally valued, chiefly, if not wholly, because they contained information more or less directly applicable to the ordinary affairs of life, is evidenced by the prevalence of the memoriter methods in the early schools—methods which have not entirely disappeared from the schools of our day, and which exalted the *receiving* above the *potential* ability of the pupil. That the best teaching of to-day aims to give power by exercising the mind largely upon those subjects which possess the greatest knowledge-giving value, shows, also, how utterly impossible it is to rid our educational equation of its life quantity.

But do the present subjects furnish a basis for all the training that is desirable in the public school? Do they embrace all the avenues by which the mind is approached, and all the processes by which the pupil's growth is promoted? Do they compass all the means by which we realize our concepts in actions? Who says yes?

On the other hand, is not the education we are now giving more nearly in accord with sound educational principles than that of any previous generation? Has not every one of the subjects we are teaching a demonstrated value in our courses of study? Does not each confer a training and a knowledge which none of the others can supply? Who says no?

The sound advocate of hand and eye training does not urge the omission of any of the present subjects, that this, or any other, may find a place. To him the problem is not one of *substitution*, but of *addition*,—a broadening of our common school curriculum, in order that we may obtain the results contemplated in our most conservative definition of education. He would narrow the gap which separates the *science* from the *art* of teaching. The nearer these approach, the nearer we shall come to fulfilling our obligations as educators, or, rather, the nearer we shall come to earning and deserving the title of educators at all; for is it not obvious that the principles which constitute the science of education are of little value, except as they are applied to the training of youth, and does not the neglect of any device by which these principles may be realized in practice, imply to that extent a failure to educate, through the inadequacy of the art?

The subject of hand and eye training, then, becomes one of the most important before the people and the educator of to-day. No subject of training now employed in our elementary schools ever had to knock so long and so loudly for admission as this, or was ever kept waiting so long on the threshold of our educational temple, while its passports and letters of introduction were being scrutinized, that we might satisfy ourselves that it was no presumptuous intruder, instead of the bearer of good tidings to all—to the pupil in training; to the teacher who trains him; to the community which takes its character from this contact.

Before proceeding farther let us define our subject more closely—first negatively. By hand and eye training we do not contemplate the teaching of trades, or the giving in any sense, a technical training with a view to preparing for a specialty, any more than we are guided by these considerations in our teaching of reading, arithmetic, language and penmanship. At no period could the public schools educate its pupils for a specialty

ithout impairing its highest usefulness. The years hich the pupil spends in it are none too long for eveloping that power and those aspirations which make he man and the citizen, and any attempt to specialize rior to, or at the expense of this training, is not only ontrary to the spirit of the public school system, but is lso incompatible with the highest degree of technical ower, which is possible, only when supplemented by he resources developed by general training.

This is something we can ill afford to lose sight of, for is doubtless just here that the early advocates of "Indus- ial," or "Manual Training" made their mistake, and ntagonized the best educational thought, by urging hat they intended to be, to some extent at least, a pecialization of elementary education. To this prejudice chiefly due the postponement of that rational culture hich our subject contemplates, namely, the cultivation om the earliest years of the hand and eye as two of the ost important avenues, over which, from the beginning the end of life, the best material for our concepts is nveyed to the brain, and thence out again as material- ed thought; a method of training which gives power perceive clearly, to conceive rightly, and to express fectively. Pass before your mind's eye the matter and e methods which constitute the education of the ublic school as now organized, and say, if you can, ey are adequate for the full, or even the reasonable ccomplishment of this purpose; or say, if you can, that e results here proposed are outside the legitimate ovince of the public school.

Once the necessity for this training is admitted, the ppropriate and adaptable means for giving it will be at ce suggested. Drawing and moulding; the realization f form in materials which are easily fashioned and mbined, as paper, cardboard, wood, etc.; many kinds d varieties of needlework, and the cutting of patterns r the parts of garments; and finally, as soon as the pupil's hysical development admits of it, the workshop,—the crowning glory " of all,—where the boy may learn the alities and possibilities of constructive materials, by ing exercised in the manipulation of tools, are some f the more obvious means, already tested, for giving his training.

Let us now specify some of the more important and ressing reasons for according to this training *general* nd *permanent* recognition in our school work:

I. It will increase the perceiving power of the pupil, r in other words, it will enable him to get a larger num- er of, and at the same time clearer impressions, from he multitude of objects with which he comes in contact, nd which are the basis of his thoughts. It is true the ain absorbs by means of *all* the five senses, which in- ude of course the functions of the hand and eye; but e quality of these impressions depends entirely upon e *delicacy* and *accuracy* of the absorbing medium, hich in turn are the result of frequent and proper ercise.

The pupil has been getting his knowledge of different jects chiefly through the eye and ear—through the e by reading the printed page, and to a meagre extent latively, by contact with, and by the production of aphic and concrete illustrations. Arithmetic, Geog- phy, History, and Science cannot be efficiently taught thout the frequent aid of form—a language which oftentimes conveys more accurate information to the mind through the eye, than the written medium. Drawing clears away many of the difficulties incident to operations with fractional numbers; drawing, combined with the production of concrete forms, is indispensable to the intelligent solution of many problems in mensuration; drawing and moulding vitalize the facts of geography and history, and fix the observations and deductions in natural science; drawing and the construction of apparatus lead to an easier and clearer comprehension of the principles of physics and chemistry. Is not a training which gives to pupils this equipment, worthy of recognition for this, if for no other reason, and is it not evident also that two of the most important means of getting information have been made only partially available?

II. It will increase the expressing power of the pupil. Mr. John S. Clark, of Boston, in an address delivered before the Philadelphia Board of Trade, June, 1881, covers this point admirably. He says, "The force or character of a brain is measured entirely by what comes out of it. The brain absorbs through all the five senses, while for expressing purposes it makes use of but two of these senses, or rather of but two organs of these senses —the tongue and the hand. We find that provision has been made for greatly distending the absorbing side of the brain, while for the expressing side the provision has been limited to the use of the tongue in speech, and the hand in writing. A remedy for this defect is indicated in the addition of the study of graphic and esthetic art through drawing, and of training in the manual arts, to the previous brain equipment. These features come into the scheme on the expressing side of the brain and in the service of the hand, thus giving the brain ample power to discharge thought in its most complete form for use or for beauty."

In the quotation cited, the regulative value of the eye in the execution of all form, is assumed to be self-evident. The concrete forms which man creates are no more the product of one than the other. The hand is the machine, the eye the controlling and regulating agency, and the brain the source of motive power. If we stop to consider how much expressing power is comprehended by the *hand* and *eye*, and to what extent the people of the world are required to express thought by means of these in the economic arts, we cannot fail to perceive the paramount importance of developing by every proper means the efficiency of this medium.

III. It will develop habits of method and exactness. Train the eye to appreciate form, and the hand to represent and create it in all its varied applications to decoration and construction, and in accordance with the established principles of art, and you will find that along with this practice, you have cultivated a precision in the combination and arrangement of details to secure the final result, which will affect all the operations of the mind, whether in the realm of the concrete or the abstract. The intelligence and the application which will enable a pupil to work a good button-hole, and hem a handkerchief evenly, regularly and neatly; square two pieces of wood and unite them by means of a close joint, following the details of a working drawing; represent on a flat surface the appearance of an object in space, with the proper proportion and convergence of

lines, or combine form units for purposes of ornament, with a due observance of the laws of proportion, symmetry, balancing and adaptability to space, will tend to make the same child more accurate in his numerical computations, more concise and precise in his oral and written expression, and more methodical in this and all other school work.

We are as positive that proper training of the hand and eye will do much to reform our loose habits of thought and expression, as we are that the proper study of science will develop habits of observation and classification.

IV. It will develop the esthetic nature of the pupil by bringing him into intelligent communion with form, without which contact a cultivated and refined taste is impossible. No training the school can give will do more to enlarge the pupil's capacity for enjoyment, than that which puts him in sympathy with the subtle qualities of form. Without this sympathy half the sunshine of life is intercepted before it reaches us. Without this sympathy and the knowledge that comes with it, man is deprived of one of the strongest incentives to the improvement of his surroundings—to making them attractive to the eye and the understanding, and thereby to the creation of an atmosphere in which character cannot help but thrive. A simple illustration will make our meaning plain.

Did you ever notice what abominable taste, or lack of taste, is displayed by the average community in the care of streets and yards, and in the construction, decoration and furnishing of dwellings—with streets outside the wagon track grown up with weeds; the lawns and shrubbery unkept; monotonous parallel stretches of picket fence approaching in the dim perspective; the single, staring, nightmare-producing gable, always facing the street; the square windows and red blinds; the abortive attempts to imitate natural forms in carpets and wall papers; the sham furniture, and the gaudy lithographs and chromos on the walls, which shock the eye more than the patterns they partially cover.

These things indicate a low order of taste in matters of mere form, whose contact we cannot avoid, that is wholly incompatible with the development of those emotions and sentiments which constitute the highest refinement of the home and of society.

Only the training we are now discussing, working on the esthetic nature of the masses through the public school, will make our homes more attractive, and their inmates happier through their increased capacity for enjoyment.

V. It will develop the moral along with the esthetic nature. It is difficult to refine the taste in matters of form, without refining to a considerable, if not to an equal extent, the aspirations and the conduct. The numerous objects upon which the individual may exercise his self-activity at all times, will, by the very occupation they furnish, leave little room in the mind for low aims and desires. "Gradually, and almost insensibly" quoting Felix Adler, the foremost advocate of hand and eye training, or the "Creative Method of Training," as he calls it, "the analogy of the work performed on outward objects will be applied to inward experience. A delicate sensibility to true and harmonious relations will be engendered, and the impressions thus obtained, can later on be raised into convictions by direct moral instruction. The pupil, when of sufficient age, can be taught that in the world of thought, and feeling, too, truth and harmony of relations are the sole ends to be sought. Thus, while he is shaping the typical objects which the instructor proposes to him as a task; while he pores silently, persistently and lovingly over these objects, reaching success by dint of gradual approximation, he is at the same time shaping his own character, and a tendency of mind is created, from which will eventually result the loftiest and purest morality."

VI. It will help to reveal the adaptability of the pupil. If there is anything that educators are agreed upon, it is that the education of the common school should lead the pupil to exercise the latent power of his nature in as many different forms as possible, in order that he may choose intelligently that occupation for which his organization adapts him. This he certainly cannot do, unless, as has been previously stated, he has at his command the means for expressing himself, for asserting his peculiar bent. It is equally certain that the training we have been giving, by ignoring the principles and materials of form, and the relations which these sustain to the life employments of the majority, has made the school in a multitude of cases, a hindrance rather than an aid to right living, or as has recently been said of the university in a late Review—"A place where pebbles are polished and diamonds dimmed."

VII. It will give zest to abstract study by serving as a recreation. The recreative value of hand and eye training is not the least important of its recommendations. To the pupil wearied with the study of books, with interest lagging and senses dulled, it is a welcome and a restful change. The vital forces are brought to bear on other organs, and with new exercise comes renewed interest and pleasurable sensations. Only by combining manual with mental exercise, carrying neither to the extreme of tiresomeness, can we secure that harmony of proportions in school work, which is so essential to healthful activity.

VIII. Lastly, hand and eye training carried on during the school life of the pupil, in the manner described, and with the immediate results enumerated, will do more than the combined training now given, to make pupils orderly and self-supporting members of society—to prepare them for that citizenship which our highest standard contemplates, and which after all is the ultimate aim of education. Educate the pupil so that he can estimate his own power, and you give him the ability, and the inclination to be a producer—to be a giver as well as a taker in society.

An education which cultivates the *industrial spirit* is the best education the school can give; it is the only all-around education; it is the only humane education; it is the only education based on the self-activity of the pupil, and is therefore the only education which will satisfy the demand of our day and generation, potent beyond anything we have yet tried to diminish and prevent pauperism and crime, which are increasing out of all proportion to the growth of population, in spite of our present methods of training. If you think we go too far in this particular, and claim too much, read Royce's "Deterioration and Race Education"—not for its literary quali-

ties, not for its conclusions, but for its overwhelming mass of data, collected from every civilized country, from our own especially, and formulate your *own* conclusions.

There will be several minor advantages accompanying this training which we have not time to discuss, chief among which, is the economic one of constructing a large part of the apparatus and appliances needed in the school-room, and the inducement offered to a large number of pupils, especially to boys, to remain longer in school.

Inasmuch as the school workshop, as a means to this training, is indispensable, it may be interesting to know what is being done in the United States to connect workshops with the public schools, and to get the opinion of those who have had the best opportunity to observe results.

The cities of Boston; Montclair, New Jersey; New Haven, Conn.; Baltimore; Peru, Ill.; Philadelphia; Toledo, Ohio; and Omaha, Nebraska, are the only ones, we believe, in this country, which have workshops in successful operation.

An attempt was made at Gloucester, Mass., in 1878, to connect the workshop with the schools, a wealthy lady furnishing the money for the experiment, which was carried on eighteen months. Although its value was admitted, the shop-work was discontinued at the end of this time, owing to the failure of the school authorities to appropriate money for its maintenance.

Supt. Marvel, of Gloucester, reporting on the experiment, says: "There has been a training in the nature of the implements used, in the best methods of employing those implements, constant attention to those habits of method and system which are necessary to secure good work anywhere, and continued practice of the hand and eye in unison, requiring close application, as well as clear perception and accurate manipulation. The result is tangible, and the proficiency is measured by no arbitrary standard of percentages, but is clearly defined, and may be estimated with much more precision than in any other line of school work. If the pupil never sees saw, hammer or plane again, the training he has received will be of value whatever his vocation. This attempt to combine intellectual with manual training will tend to dignify manual labor in the opinion of many young people, just at that critical period when so many are now wasting opportunities for practical education in a vain endeavor to accomplish purely intellectual work, for which they are totally unfitted."

Shopwork was begun in Boston in 1882, in the Dwight school, and is now given to the boys in the grammar schools who are 14 years of age, and have the permission of their parents to take the instruction. Supt. Edwin P. Seaver, in his report for 1885, speaks of the work as follows: "A very little observation among the boys is enough to show that a clear mind generally accompanies a skillful hand, that manual training has its mental, as well as its physical side, and that manual training is really a means of mental training. The experiment has already gone far enough to prove that work of this kind can be joined to the ordinary grammar school work with good effect. It enlisted the sympathy, encouragement and support of the masters from the beginning, and to this cause the success already achieved is largely due. The manual training practicable in the school rooms, seems to be limited to those kinds of work which can be done at a bench with hand tools. Within this limit the way seems clear to spread instruction among the schools as far as may be thought desirable."

At a school district meeting held May 22, 1882, at Montclair, N. J., it was decided by a unanimous vote that "it is the opinion of the people of this school district that the pupils in the grammar schools, from 12 to 14 years of age, be given the opportunity to learn the proper use of wood-working tools, under a competent instructor, and that a change in the studies and recitations of such pupils as elect to do this work be made, so as not to interfere with the regular work of the school."

The sum of one thousand dollars was appropriated for this purpose, a room in one of the school buildings fitted up, and the work begun. "While the boys are in the workshop, the girls of the same classes, under charge of the regular teachers, receive lessons in needlework, drawing and transferring patterns to goods, and then working out the patterns with silk or colored woolens, embroidery and plain sewing." Mr Arthur MacArthur, in his work on "Education and Manual Industry," refers to the work at Montclair, and doubtless voices the sentiment of its citizens, when he says, "As in all other studies, there is a wide variance in the proficiency of the several scholars, but all have been manifestly profited, and greatly interested and pleased, in discovering the possibilities of power and self help found latent in their own fingers and which they can master, and, by proper development, with the aid of a few tools, make serviceable for their own profit and the enjoyment of others."

The school authorites of New Haven first made shop training a feature of their school work in October, 1883, fitting up a room in the Skinner building, and the next year opening a similar department in the Dwight building. Mr J. R. French, principal of the Skinner school, writes of the work: "The boys are eager not to lose a lesson even on stormy days, when the city schools have no session in the afternoon. They are making many useful articles which we make serviceable in our school rooms, such as easels, tables for primary work, moulding boards for geography classes, steps for teachers' use, foot-stools, etc. The boys are all eager to have the opportunity to go into the shop, and thus far I am satisfied with the result of the experiment."

In January, 1884, the General Assembly of Maryland enacted that "the Mayor and City Council of Baltimore shall have full power and authority to establish in said city a system of free public schools, which shall include a school or schools for manual training." In March of the same year, the Manual Training Department became a reality, and the director, in his first annual report, said: "Our Baltimore Manual Training School is the first instance where a school entirely devoted to manual training has been organized on the same plan and grade as part of any public school system. It represents the last and boldest step that has been taken to relieve public education from the accusation that it is 'unpractical,' and its inception marks an era in the educational history of Baltimore. All will agree that the motto of the school—'the cunning hand and cultured brain,' as there developed, is the thing to be sought after by all those

who expect to keep up in the race of humanity on the road of life, and unless these two are taken equal account of by all educators, evil results are bound to follow, and make themselves felt in the progress of the community. The success of the enterprise has been beyond expectation, and it cannot be denied that the school has been a praiseworthy experiment."

Of the school workshop at Peru, this State, established in 1884, and the only one in the State we believe, we can only say of the plan, what has been quoted concerning most of the others. We are sorry Mr. Carter is not here to participate in the discussion, and to tell us what motives induced him to encourage this innovation, and what conclusions he has drawn from the experiment. We are satisfied, however, from a conversation with him a year ago, that he is in essential accord with the views here entertained.

From Philadelphia we have obtained no definite report as to progress. We only know that in September, 1885, a well equipped Manual Training School was opened under the auspices of the City Board of Education, which is somewhat remarkable, because under the same Board there has been for several years, in a School of Minor Industrial Arts, a voluntary training of many school children in various forms of art work in brass, wood, etc., going to prepare these children for a variety of productive industries; while in the Girls' Normal School there has been also a considerable training in both plain and ornamental sewing, with some art work.

Early this year, by an arrangement made between the Board of Education at Toledo and the Directors of the Toledo University, a manual training course was introduced to supplement the work of the grammar and high schools of that city. A few days ago a spacious annex to the High School building, to be known as the "Scott Manual Training School," was dedicated to this work by appropriate exercises, including addresses by the leading advocates of hand and eye training in this country, among whom were Felix Adler of New York, Prof. C. M. Woodward of St. Louis, and Dr. Belfield of Chicago.

A clear idea of the scope and character of the school may be obtained from the announcement of the trustees:

"This is a school for general education. It aims to develop the whole boy, not a part of him. The training of the hand and eye is necessary in cultivating the brain. It exacts close and thoughtful study with tools as well as with books. It is not assumed that every one who enters the school is to be a mechanic. Some will find that they have no taste for manual arts, and will turn into other paths—law, medicine, or literature. Others will find their greatest usefulness as well as highest happiness in some branch of mechanical work, into which they will readily step when they leave school. All will gain intellectually and morally by their experience in contact with things. The grand result will be an increasing interest in manufacturing pursuits, more intelligent mechanics, more successful manufacturers, better lawyers, more skillful physicians, and more useful citizens."

The workshop was introduced into the Omaha schools in September, 1885. The sum of two thousand dollars was appropriated for this department, and a graduate of the St. Louis Manual Training School employed as teacher. Supt. James, writing a few days ago, says: "We organized our Manual Training School as an adjunct of the High School and Eighth Grade. This course was made entirely optional, it being understood that the work of the shop would, in a measure, be a substitute for the recreation of cricket and base-ball, and so far the plan has been carried out. All the eighty boys who take the training are doing the full amount of work in the scientific and literary branches. The interest in the work has been so well sustained that the final success of the enterprise seems far more probable than it did at first. We have encountered fewer difficulties than I had anticipated, and now after three months of trial I am very hopeful that we shall ultimately secure very valuable results."

One week ago last Monday, the Special Committee of the Board of Education on Manual Training, at Omaha, submitted a very full report to the Board, in which they gave unequivocal endorsement to the work, and asked that an additional appropriation be made, for purchasing extra benches, tools, and materials. We quote briefly from the report:

"So far the experiment has been a success, and your committee believe that manual training, as a part of the regular school system of Omaha, is a settled fact. We would recommend early action on the part of the board, looking towards the erection of a building suited to the needs of this department, and providing for instruction not only in wood-work, but in moulding, blacksmithing, brazing, plumbing, gas-fitting and machine work.

Your committee think that the board of education has, in the manual training school, begun a movement which is destined not only to have an important influence for good on the city of Omaha, but on the country at large, for our experiment successful, will find a host of imitators, and the path in which we have been pioneers, will be traveled by an ever-increasing number. In view of these effects, we urge upon the board of education a cordial support for the manual training department of the Omaha schools, and a generous expenditure of money, to make it, in every respect, a complete success."

Enough has been said to show the drift of public sentiment in different parts of the country, widely separated by space and local conditions. Enough has been said to show that this movement is in the direction of a broader elementary training, instead of the narrower education of a specialty. Enough has been said to show that hand and eye training is designed to supplement and not supplant the present literary training of the schools. Enough has been said to show that unless our literary training be thus supplemented, we shall, in the estimation of those most prominent in the new movement, fall short of training youth for the responsibilities and emergencies of modern life.

As a parent, as a teacher, and as a citizen, then, we plead for systematic training of hand and eye throughout the public school course—as a parent, because we want our children to go out of the public school with the best possible equipment, and with the ambition to be somebody, and to accomplish something through honest labor, of whatever kind; as a teacher, because we want to prepare our pupils for the highest standard of right living; as a citizen, because we believe education should make men not only more intelligent, but more order-loving, through the cultivation of the "industrial disposition," a consummation which we have no reason to think will ever be attained by means of our present literary training.

FAITH.

BY LEWIS J. BLOCK.

pt me no more! I hear thee in the dark
uttering thy words of import dire;
e eyes fill up with tears, and hardly mark
y one star paling all its fire.

at hast thou not ta'en from me? joy and hope,
nd life's last priceless, chiefest gift,
t that the world has one o'ermastering scope,
nd suffering's clouds loom but to lift.

nd alone beneath the deepening night,
nd hark the circling winds that moan,
bear afar upon their homeless flight
ll grief's impassioned undertone.

time's great woe seems poured upon the air,
he oceaned pain engirds me round,
heart grows cold within me, and I dare
ot sink beneath the weight of sound.

one star pulses pale and ghostly sad
n the black void that apes the sky;
ll it too perish, borne on ways that had
o pity for my truths most high?

thou shalt shine though all the splendid host
erge in the void that mocks at thee,
eacon on Heaven's barely outlined coast,
n island on the shoreless sea.

in to what is deepest in my heart,
he energy to be and live,
force that rules all change, and hath no part
aught the Night and Death may give,

m thee shall spring strange influences to call
he light back to each starry shell
t floats across the sight in bond and thrall
o the base Night's o'erpowering spell.

stars that woke with laughter of the spring
hall re-arise in skies that know
subtle perfumes Love's sweet bowers shall fling
rom blooms that shine, and joys that glow.

pt me no more with mutterings of ill!
will keep vigil till the rose
morning's lucency begins to thrill
From peak to peak of mountain snows.

ill not lose thee, O my light of Light,
hou shalt not pass forth of my gaze,
rough thee I will make conquest of the night,
And bring the sun back to my days.

hat so will falter, in thine arms I spring,
And fear not harm nor floating wraith;
hat so slips from me, unto thee I cling,
And lose not my deep faith in Faith!

he signs + and — were first used by stopher Rudolph. The sign = was first loyed by Robert Recorde, in 1557.

LANGUAGE.

BY SOPHY G. KENYON.

I.

Language lessons begin the first day the child enters school. A reading lesson cannot be an entire success, be it never so animated and pointed, if the questioning does not draw from the class answers in correct statements. A number lesson does not reach its highest good if the same careful questioning and persistence in obtaining clear answers are not among its objects. Thus we find language, even if incidentally introduced, woven so closely into the material drawn from these human looms on which we operate, as to give stability and beauty to the whole fabric. By making this subject a factor in every lesson, much that belongs to it as a branch of study may be acquired before any special lessons are given, viz.: The use of the capital letter in sentences and proper nouns, the ability to distinguish at least three kinds of sentences (telling, asking and exclaiming) with their terminal marks, the use of the apostrophe, and singular and plural forms of nouns—all this, however, without technical terms or definitions.

The following indicates the language work which may be the accessory of a First Reader lesson: The lesson is about Ann and her new doll. Children examine the picture and say: The little girl has a doll. The sentence is written, then read by children, who say it is a telling sentence and ends with a period. It is changed by pupils to an asking sentence, written, and the mark added. The sentences, See the girl! See the new doll! Look at the pretty doll! are written and described. "Sue likes the doll," and "Do you like a doll?" are read, and the form of each changed. The words girl, doll, and hat are placed on the board, and the letter which makes each mean more than one added. "I see Ann's doll." Children are led to notice the little mark which shows that Ann owns the doll, after which they may construct similar sentences, using their own names and property.

In learning to recognize and form words, pupils are constantly making and writing sentences suggested by pictures and objects, until these elements of language are

as familiar as the words in their readers. During this and many subsequent lessons, the word *sentence* is applied to the expression of a thought, although the children could not define it as such, any more than they could tell that *words* which they use continually are the signs of ideas; but as these lessons must begin with the correct construction of sentences, the term is used before it is developed. The teacher in a country school, laboring to crowd into six hours the formidable array of reading, arithmetic, geography, and grammar classes, need not despair because no place can be found on the programme for primary language, for a nameless work, like that shown in the sketch of First Reader lesson, may be continued through the two or three succeeding grades, with satisfactory results.

In addition to the class-work, children should study and describe pictures, while, by eternal vigilance, the teacher notices and corrects errors in their spoken and written language. If a conversational lesson can be included in the daily exercises, this necessary work must surely hold a prominent place among the subjects presented. I do not expect to introduce anything new, but only to sketch a few lessons in what seems to me the natural order of the work, beginning with the use of the singular and plural forms of nouns in sentences.

One child is given a marble, other children two, three, or any number. The first says, "I have a marble; the others, "I have two marbles," etc. Several marbles are put in a hat, and children not knowing the number are led to say, that there are marbles in the hat. In the same manner other sentences are formed. "An apple is in the box." "Some apples are in the box." Teacher writes as children dictate: I have one book. May has three books. John has one stick. You have ten sticks. Teacher writes, "Bring me a pencil, Lucy." "Bring me some pencils, Willie." The requests are complied with, and the teacher asks why Willie brought more than Lucy, and draws out the answer that the word pencils called for more than one. All the words in the sentences are erased excepting pencil and pencils, and children tell which means one and which means more than one. The same forms are designated in the other sentences. Objects are shown by the teacher, and children give or write the name, then give the form. Teacher gives rapidly the name of objects, as cat, door, table, chair, boy, girl, ox, mouse, and pupils give the plural; then the opposite change is made, after which nouns in either form may be pronounced, which children change. At the seats the names of objects in the school-room may be written, singular in one line, plural in another. Lists of words may be copied from the board, and the other form added, or words from the reading lesson written in the same manner. Names of objects seen in a picture may be arranged in two such groups. After a few lessons the terms singular and plural are applied, enlarging the children's vocabulary and allowing the teacher to use a better form of questioning. The preceding lesson is merely preliminary, having for its object—

1st. Drawing from the pupils what they already know, and teaching them to express this knowledge.

2d. Preparing them to use correctly the singular and plural of nouns in sentences, this point aiming at the most glaring errors in the speech of the majority of school-children, for even educated parents often class this fault among the cunning idioms of babyhood.

The following lesson has for its object the development of the change in the verb to agree with that in the noun: The teacher writes, "The ball." Children read, and, when asked, give the plural of ball. "The balls" is written in another place. Two children take respectively one ball and several balls, as the words *ball* and *balls* are indicated. Pupils are called upon to tell something about the ball, and sentences like the following are readily formed: The ball is round. The ball is black. The ball rolls. Tom throws the ball. These sentences are written, and the attention of the class then turned to the balls held by the other child, about which they are requested to tell and write the same things they did about the single ball. A few children will probably make the proper change in the verb, but the majority will not; therefore much drill is needed in this step, which might become monotonous were it not for the great variety of objects attainable, and the many devices for illustrating actions. A boy walks

across the room, suggesting the sentence, The boy walks. Another boy joins him, which changes the sentence to The boys walk. From pictures, the sentences are made and changed from one form to the other, thus: The dog is running after the boy. The dogs are, etc. The dogs are chasing a rabbit. The dog is—. A dog and a cat are on a box (plural). When such sentences are readily distinguished and changed, farther drill may be given by changing the kind of sentences as The fish swims, to, Does the fish swim? Both are changed to the plural form. The girl runs fast, is changed to How fast the girl runs! Then to, How fast the girls run! Common errors may be brought to the notice of the pupils through the class-work, not by giving the sentence incorrectly, and having the errors detected, but by suggesting the expression, and having it given correctly at first, if possible.

Sentences containing compound subjects and predicates will furnish another change in the same line. From the performance of the actions, the following sentences may be developed: John is writing. John and James are writing. John, James and Willie are writing. The girl runs and hops. The girls run and hop. For seat-work, such sentences as are adapted to the pupils' ability should be carefully written by them, not for the purpose of filling their slates and keeping them busy, but to cultivate habits of carefulness in thought and expression, and neatness in written work. A half-dozen perfect sentences, which can be examined by the teacher, are of infinitely more value than twenty in which the same mistakes are repeated twenty times. A "golden mark" made with orange-colored crayon, given as a reward for perfect work, is a wonderful incentive with little children. It is well in preparing seat-work to select words and sentences from the reading lessons, and have sentences formed from the pictures which illustrate them, as this fixes the words more firmly in the mind and furnishes new reading lessons from the words of worn-out ones. I think this plan particularly useful where no supplementary reading is furnished and where the little unfortunates of the lowest grade are compelled to pore over the well-thumbed books which have descended to them from older brothers or sisters, and who read and re-read the stories which they memorized before the now detested volumes came into their possession.

Other varieties in seat-work are: (a) Filling blanks. The cat—a mouse. The eggs—in the nest. The eggs—in a box. My book—red. The dogs—black. — the house white? — the boys at play? (b) Changing the form from singular to plural and the opposite. How fast the dog runs! The apples are red and sour. The boy and girl saw the cow and the lamb. The oxen are drawing a load. (c) Descriptions of pictures in answer to written questions. (d) Cards distributed to the class, each containing the name of an animal about which a certain number of sentences in one or both forms are to be written. (e) A picture or word about which a designated number of telling, asking or exclaiming sentences shall be written in one or both forms. A scrap-book, made by pasting the pictures on sheets of thick paper, which are merely tied together, will be found more useful for this work than one which is entire, as the loose ones may be used by the whole class at one time. Though not belonging to this work specially, I should like to suggest here the utility of a story scrap-book, made in the same way, to be used for supplementary reading. In the next lessons, if the possessive form of the noun is introduced, another step will be taken, and a change in questioning suggested, while the drill in singular and plural forms is continued. John is given a knife to put in his pocket, and the sentence is made: The knife is in John's pocket. Similar sentences are given by the children about articles of clothing or playthings belonging to members of the class, changed from singular to plural, from telling to asking, etc. Take the sentence: Mary's doll is in bed. From it may be made Mary's dolls are in bed. Is Mary's doll in bed? Are Mary's dolls in bed? See Mary's doll in bed! See Mary's dolls in bed! From pictures and conversation, the possessive form of common nouns is obtained, only the singular being written, however, as the plural is confusing at this stage. In order that these conversational lessons may contain as much instruction as possible, the teacher may have in

view, in connection with the direct object of the lesson (the formation of a particular kind of sentence), a review of past work and the presentation of new topics. The result of this two-fold object will be such sentences as: The plant's root grows in the ground. These corollas are yellow. Do you see the stamens of my flower? The boy's slate is oblong. Are the girl's boxes square? These pencils are parallel. The cow's hoof is divided. By a careful selection of subjects, the work may be so unified that the language lessons will include the greater part of the matter taught in the other branches. In these first lessons only the simplest of the irregular plurals are used and no rules are taught.

A TRIP TO EGYPT AND THE PYRAMIDS.

BY E. L. WELLS.

IV.

We took carriages to many places of interest in

CAIRO AND VICINITY.

Every carriage is preceded by a young man dressed in a short skirt of white linen, leaving his arms and legs bare.

He carries in his hand a stick in the daytime and a torch by night.

His work is to clear the way in the narrow and thronged streets, for the carriage to pass, and he is constantly crying out, "To the right;"—"To the left;"—"Look out in front;"—pushing one person in one direction, and another person in another direction, striking a camel here and punching a donkey there;—yet with all this precaution, men, women, and children are frequently thrown over by the horses and carriages. The speed and endurance of these young Arabs are wonderful, for they will keep ahead of the horses at full speed, and for long distances.

In these excursions we saw many strange customs of the people.

MARRIAGE PROCESSIONS,

where the bride, a mere child of ten or twelve years of age, walks under a canopy (of silk often) carried by four men by means of a pole at each corner, and where there is horrid music of flutes, pipes, tambourines and drums, often accompanied by singing and clapping of hands.

FUNERAL PROCESSIONS,

where a group of men (often blind) are chanting the Koran. They are followed by four men, carrying the coffin on their shoulders. If it contains the body of a man, his turban is placed on a stick three or four feet high fastened to the front end of the coffin. The follow the professional wailing women, hired for the occasion, who wring their hands, tear their hair, and shriek at the top of their voices.

To see men kissing each other would attract attention in this country, but it is no novelty there.

THE SALAAM OF THE EAST

is the pretty salutation of placing one's hand on his forehead, then to his lips, and then over his heart, closing with a slight bow of the head and a wave of the hand from his breast. It signifies, "I think of thee with my mind; I speak of thee with my lips; and I love thee with my heart."

BACKSHEESH! BACKSHEESH! BACKSHEESH!

is heard everywhere. It means, "A gift! A gift! A gift!"

From morning to night, in hotel, in street, in mosque, on foot, on donkey, in carriage, at the bottom of Joseph's Well, on the top of Cheops, in the desert,—*everywhere*, is heard this constant cry of Backsheesh! Backsheesh! Backsheesh!

Little fellows that can hardly talk will hold out their hands and say, "Sheesh! Sheesh! Sheesh!"

Young mothers will hold out their babies' hands and plead for Backsheesh.

A dirty little Arab will crawl in the dirt and grin, and wriggle, and wait an hour for Backsheesh.

One at work in a field twenty rods away will hold out his hand toward the passer by and yell, "Backsheesh!"

And in a trip through Egypt, Palestine, and Syria, if one should pile together all the objects shown to him, and thrust at him to make claims for Backsheesh, he would have a mountain of blind eyes rolled inside out; a leper's lips and cheeks and fingers rotting away; of wrinkles, of bones, of sores, and of

tortions; and of every conceivable kind of misery, want, and degradation.

We went to the

CITADEL.

It is the fortress of Cairo, and stands on a high hill commanding the city. The view from it is very fine. Looking to the west, over the city, and over the Nile, on the edge of the Libyan Desert, thirteen miles away, are seen the Pyramids of Gizeh. Beyond them are seen many miles of the Great Desert.

To the right and to the left is the silver thread of the Nile with narrow borders of green. We are now beyond the Delta of the Nile, and everywhere, except the belt along its banks, is one vast desolation.

The Pyramids of Sakara are about fifteen or twenty miles to the left and up the river.

Near them is the site of ancient Memphis, and still nearer is the site of Heliopolis.

We can see windmills and aqueducts in the distance, and the minarets of four hundred mosques in the city.

Near by are Old Cairo, the Island of Rhodda, and the Khedive's Palace with its harem and gardens.

Few trees are seen in the city, but in the distance are large groves of date-palms.

We are so high above the city that the walls around it seem to inclose but a small space, yet they contain within them about a half-million inhabitants, who live in the vast number of flat-roofed houses made of mud brick, rough and brown, or plastered and white, from two to five or six stories in height, and glistening in the light of the sun.

One part of the western walls of the citadel is called the

MAMELUKE'S LEAP.

In 1811 Mohammed Ali, the Viceroy of Egypt, heard of an uprising of the Mamelukes. He made a feast and invited them to it. When they had mounted their horses to leave, they found the gates closed. They were immediately fired upon, and the whole number killed, except one, Emin Bey, who leaped his horse about a hundred feet over the western front of the citadel. The horse was killed, but he escaped as by a miracle.

Mamelukes in the city were also massacred, altogether to the number of twelve hundred, and the power that had ruled Egypt four hundred years came to an end. Near Cairo are now to be seen the tombs of the Mamelukes.

In the citadel stands the

MOSQUE OF MOHAMMED ALI,

the finest in Egypt. It was built by him, is about fifty years old, and contains his tomb. Within, it is almost entirely of alabaster; its walls and columns and minarets are very beautiful. It is richly carpeted, and hanging from its gilded dome with stained windows are a thousand lamps, never lighted, but which are the homes of sweet-singing birds that flit about the mosque, with no one to make them afraid.

In the citadel grounds is

JOSEPH'S WELL.

It was dug by the ancients, filled up with sand, and discovered about two centuries ago. It was about three hundred feet deep, forty-five feet square at the top, and cut out of the solid rock.

Around the well is a winding stairway, with two or three feet in thickness of rock and frequent openings for windows between the stairway and the main shaft of the well.

We took candles, went half-way down, and found there the rude machinery turned by donkeys, which elevates the water from the bottom in narrow-necked earthen jars, fastened to an endless rope. By means of similar machinery and other donkeys at the top of the well the water is raised the remainder of the way.

We visited several

OTHER MOSQUES

in Cairo. They are all old and fast going to decay. At each one we were required to take off our boots and put slippers on our feet. The buildings usually surround open courts, containing fountains for ablution.

The side of the mosque facing Mecca has a niche in the wall, which is the Holy Place, and toward which the Mohammedans always turn their faces in their worship. To the right of the niche is a high pulpit, and opposite it is a raised platform, upon which is the Koran in place for reading. We frequently saw Mohammedans, singly or in groups, performing their devotions. One will take off his shoes, if he has any, and spread a mat, if he has one,

and take his stand on a boat, on the platform of a railroad station, in the street, on a bridge, on a rock in a field,—anywhere—and, turning his face toward Mecca, will go through the ceremony of bowing his head to the dust, and repeating his prayers, as seemingly unconscious that any one is near him as if he were the only man on the earth.

The mosque of Sultan Hassan, containing his tomb, was built about 1350 of material obtained from the casing of the Great Pyramid, Cheops.

The old mosque of Sultan Amre contains his tomb. Many of its three hundred and sixty-six columns are now broken, and some of the arches, with the roof they supported, have fallen. On one marble column is shown a dark stripe, the mark of Mohammed's whip, where he struck it because it would not come from Mecca when he first ordered it.

One day we took with us some soldiers for guards as we visited the

MOHAMMEDAN UNIVERSITY OF EGYPT.

It was founded in 970 and has twelve thousand students.

The main building is a great mosque, dingy with age and the smoke of twelve hundred lamps, which hang from its ceiling.

It has three hundred professors, and they educate lawyers and theologians by teaching them the Koran. To some extent, rhetoric, logic, and mathematics are taught.

Every morning all the students, many of them old, gray-haired men, attend prayers, and then collect in groups, sitting on the mats or carpets around their professors to receive instruction.

They are distributed in quarters to correspond to the countries from which they come,—Nubia, Abyssinia, Soudan, and a dozen others. These quarters are fitted up with cupboards for books and clothing, and the students scarcely ever leave the mosque.

There is a great number of choristers, ushers, and cooks; also servants, among whom are some six hundred barbers.

There are many blind in Egypt, and in this University there is a department for them, which has about three hundred students.

There are some excellent

MISSION SCHOOLS

in Cairo. The British School of Miss Whately had been established seventeen years, and had five hundred pupils.

The American School had fewer pupils, and was not as old, Mr. Harvey, of Michigan, having been there thirteen years.

The boys and girls are in separate schools. They read, write, cipher, and study French, English and Arabic.

Twenty-one pupils boarded in the American School, and it cost the Mission fifty dollars each per year.

In the chapel of this Mission a Sabbath-school is held, and a curtain has to be drawn through the center of the room to keep the boys and girls from looking at each other.

On a Sabbath afternoon Mr. Harvey and myself rode donkeys to Old Cairo, where he had a branch mission school.

A Kansas girl, who had been there five years, had just finished teaching a class of native women and girls. Mr. Harvey questioned them on the lesson, and had prayers and singing. Then a curtain was drawn across the room, and the boys and men, who had been waiting in a room below, were admitted to a short religious service.

Another day we rode several miles through vineyards, orange groves, and avenues of fig, tamarisk and acacia trees, by fields of fine wheat, and where men riding upon sledges were driving oxen round and round upon barley straw to thresh out the grain, and by a large encampment in tents of soldiers of all colors in white uniforms, to the site of ancient

HELIOPOLIS, OR THE CITY OF THE SUN.

There is only remaining above ground of that once renowned city a standing obelisk of red granite, a single shaft seventy feet high and six feet square at the base. It is covered with hieroglyphics, has stood there nearly four thousand years, and is called the Father of the Obelisks.

The two at Rome, the one in London, and the one in New York, once stood at Heliopolis, from which place they were moved to Alexandria, where they remained until quite recently, from the time of the Cæsars. This oldest one of Heliopolis once marked the entrance of some magnificent temple, and is the

sole survivor of the avenues of sphinxes, the temples and palaces, the colleges and obelisks described by Greek historians.

Near by is a large fig, or sycamore, tree, under which we were told that Joseph and Mary and the child Jesus rested in their flight into Egypt.

NOTES OF A VISIT.

BY THOMAS METCALF.

Not long since, in a central county of our great commonwealth, I visited fourteen school rooms. In some of these were children under six years of age; in some, students of eighteen. Five of these schools were in the city, and nine in the country districts, yet in the latter the "Manual and Guide" had led to a fair grading. In no room did my visit much exceed an hour. Let me bring before the readers of THE JOURNAL some things that I thought worth noting:

First came intelligent Number work by beginners, who handled deftly sticks, blocks and toy ducks. "How many ducks have you, Jennie?" "I have four ducks." "Please give me half of them;" and Jennie, a child of six years, at once gave her teacher two of the ducks. This exercise in review and in making the "new number"—"eight"—I think was followed by a three-minute exercise on Colors. When the children were seated, a lullaby put all to sleep. On awaking, six or more of them were asked, in turn, to tell their "dreams." Prompt and erect, the children, in fair language, told their rather marvelous visions—chiefly of visits of Santa Claus. Each noteworthy fault in language was gently, but impressively, corrected, sometimes by another child, and the correct form was usually repeated by the pupil who had erred. From dreams they passed to a game of rhyming. Dick, erect on the platform, says, "I am thinking of a word that sounds like *up*." Half a dozen hands show as many ready questions. "Dolly," calls the teacher. "Is it what we drink out of?" "No, it is not *cup*." "Johnny, is it a little dog?" "It is not *pup*." [A pause]. "I think, Dick, we cannot guess it," says the teacher. "I was thinking of *sup*;" and victorious Dick gives place to Mary. "I am thinking of a name that sounds like *bowl*." The guesses are "sole," "colt," "cold," and "coal;" but Mary had *mole* in her thought.

[Query: May not the ear be trained and the articulation improved by occasional study of rhymes? If the guesses "colt" and "cold" should seem to the reader to indicate a dull-eared child, what of the word *queue* as a rhyme for *see?* that I saw recently in a widely circulated newspaper.]

In these spirited questions and answers the children were using good inflections, were gaining flexibility of voice, self-command, respect for order, and regard for the rights of others. The teacher was alert, direct, strong, sympathetic.

Like qualities were shown in another primary room. The floor clean, the blackboard free of all useless or unseemly marks, the teacher's manner pleasing, her step light but quick, her voice low and yet clear. Nearly every child was busy—busy, too, to a purpose. The teacher held the child to the very question she had once put, not accepting something different, though suggested by it. The snapping of fingers was disallowed; so was guessing in Number work. "Go to the table, Bert, and *find out* how many"—that is, by using counters. A marble fell to the floor. "Use something else besides marbles when you are doing quick work."

The most lamentable fact concerning the country schools is, that the average attendance falls far below the number belonging. In seven schools whose registers I consulted, the "numbers belonging" and the numbers present that day were as follows: 18, 10; 19, 13; 28, 25; 25, 22; 29, 16; 17, 10; and 17, 10. Pleasant weather, good roads, and yet an absence of more than 30 per cent. of the children enrolled! In two of the schools, "corn shucking" was named as the special occasion of absence—if that could be called "special"—which had marred the record for several weeks.

In general, the houses were ample for the accommodation of twice the number of pupils enrolled. The seats and desks were modern, and in nearly every case well suited to the sizes of the pupils. The plastering in seven of the rooms was in good condition, usually tinted or papered. In one it was badly smoked, in one broken. In each of these houses I noticed a

broken or missing pane of glass. A lack of blackboard surface was only once observed; and here the teacher, with his own hand, had applied paint to three square yards of the plastered wall, and would soon have quadrupled the original amount of blackboard. Every house was decorated with pictures and mottoes; in several the visitor's eye rested on the evergreen device WELCOME, and he passed in and out under an iron horseshoe—how intimately connected with superstitions of olden days need not now be asked.

A highly creditable tracing lesson in Geography was recited by a class of Fifth Reader grade, and this with few questions by the teacher. Almost every geographical name seemed to bring to the pupil's mental eye a picture. We were told of direction, distance, size, appearance, and for what noted. The pupils eagerly jotted down a question proposed by one of the visitors; also a second query put by one of their own number.

Another exercise of rare merit was a review of "long vowel sounds and their cognates"—chiefly given by children under thirteen years of age. Not only were the Websterian characters described and the names given, but the sounds themselves were accurately pronounced. In the same school, the beginners had before them, on the blackboard, script of beautiful design, the handiwork of the teacher. Almost all of the slates were neat. The Second Reader class had as legible writing as one need wish to see. There was some oral spelling, involving a sharp division into syllables, but free from the house-that-Jack-built style of repetition. Only one effort was allowed—no guessing, no patching.

The discriminating County Superintendent, who accompanied the writer on this visit to country schools, found frequent occasion to point out to the less experienced teachers why the Reading was unsatisfactory. In one First Reader class, the children had formed the complex habit of hesitating and repeating. The teacher was making no effort to correct the evil—possibly had not thought about it. She is not likely to forget the gentle insistence with which the Superintendent led these little ones to call the words promptly and at once. The same teacher received another excellent lesson. It was in leading a class of of Jesus," or "There's Nothing Left for Me to older pupils to discover the meaning of what they were trying to read,—discover, appreciate and then express. Impression goes before expression.

More than once was it apparent that the selection was beyond the attainments of the children—notably in the case of an attempt to read a portion of the Constitution of the United States. Almost every line had words not found in the reader's vocabulary—nay, words he had never heard. The teacher's ready prompting, word after word, carried the visitor back to "the good old days."

One young and wide-awake teacher, though surrounded by rather dingy and broken walls, had devised a scheme for keeping the chalk-dust from her carpeted rostrum. In my heart I commend her. Some of these teachers, however, have yet to estimate justly the value of helping children to form habits of neatness. Blackboards, in three instances, were very untidy. Coal lay scattered around the stove, and coal dust and coal grime had not a little hidden the floor. In one room, coal and kindlings were strewn to a distance of a yard from stove and hod. True, the latter was almost worn out; but an earnest man, sensible of the value of good surroundings, would have found relief. Let the reader place around such a disfigurement the befitting human accompaniments, and he will hardly fail to see in the picture uncombed heads, begrimed hands, greasy vests, and slatternly aprons. Said a recent lecturer, "Lessons of cleanliness once learned will become so assimilated into the being as to become a second nature; but if these rudiments be neglected, the after attainments, no matter how high or how honorable they may be, will always have something of disability attaching to them." Not far removed from this is the call for fit positions, whether sitting or standing, and for the avoidance of a heavy step and an awkward gait.

Especially fit in the hour of devotion are a quiet voice and a gentle manner. Considerateness in selection, too, is requisite, if we would have the morning song or the Bible reading conducive to childlike trust and manly endeavor. What a contrast is there between vociferously singing, "Nothing but the Blood

Do," sentiments on which Christians are not agreed, and the sweet chanting of "The Lord is My Shepherd, I Shall Not Want." Nor do we judge that any virtue comes from reading or reciting, as was done in one school we visited, isolated Scripture passages like the following: "And He opened his mouth and taught them, saying." "The same day went Jesus out of the house and sat down by the sea-side." "And saith unto him, All these things will I give unto thee, if thou wilt fall down and worship me."

EXAMINATION FOR STATE CERTIFICATES 1885.

NATURAL PHILOSOPHY.

[Questions 5 to 10 are electives.]

1. (20) Define center of gravity; *b*] explain each of the states of equilibrium; and *c*] give an example of each.

2. (20) Describe and explain the principle of the hydraulic press.

3. (20) Describe the action of a siphon; does the size of the tube have any influence? why? upon what does the rapidity of the flow depend? why?

4. (20) Explain three causes which accelerate evaporation; why will potatoes boil quicker in New York City than in Denver; in which will they cook faster, in salt or fresh water?

5. (20) Define dynamical electricity; describe a method of producing statical electricity with such appliances as may be found in any household; what is an electro-magnet? which kind of electricity is used in electro-plating? whence the light in the electric spark?

6. (20) Give the outline of an experiment, including a general description of the apparatus, to determine the law of falling bodies.

7. (20 Describe the method of constructing a mercurial barometer, giving the precautions necessary to be taken; and also explain the way of providing for the several corrections.

8. (20) Explain method of measuring very small differences of temperature; ditto temperatures above that of melting glass.

9. (20) Define chromatic aberration; also spherical aberration as applied to lenses, and explain the remedy of each.

10. (20) Describe fully some means of generating dynamical electricity.

BOTANY.

[Questions 11 to 18 are electives.]

1. Describe the kinds of venation.

2. Define five terms applied to the margins of leaves.

3. Name and describe different kinds of aerial stems.

4 Give three ways by which stems may be known from roots.

5. Describe the structure of roots by which they are fitted for penetrating the soil and for absorbing water.

6. Name and define the parts of a flower.

7. Describe the insertion of stamens in the different positions.

8. What is a legume? a silique? a pome? a berry? a nut?

9. What is a genus? a species? a variety?

10. Of what does the scientific name of a plant consist? Give the common and scientific names of three plants.

11. (10) What is protoplasm? Describe its chief characteristics.

12. (10) By what means does the cell wall increase in thickness? Describe three peculiar forms of thickenings?

13. (10) Starch. Describe its composition, appearance, formation, use.

14. (10) What is a tissue? Describe three kinds.

15. (10) Stomata. In what great groups of plants do they exist? In what wanting? How formed? Numbers? Use?

16. (10) What is the cambium? How different in exogens and endogens? What is produced from it?

17. (20) Give minutely the origin and formation of a seed.

18. (20) Twining plants. State what you can of their movements. How are these movements accomplished? How do the movements of tendrils differ?

GENERAL HISTORY.—Time, three hours.

1. (9) Date the founding of Rome. On which side of what river was Rome founded? Name three cities in the U. S. of about the same latitude? What was the Forum? The Campus Martius? Give sketch map locating the Aventine, Capitoline and Palatine Hills, Forum, Campus Martius, Tiber, City Walls.

2. (7) Why is early Roman History as reported deemed fabulous? What important things are ascribed to Servius Tullius?

3. (6) [*Optional*]. Give an account of the Centuries and the Comitia Centuriata; their origin; constitution; number; Roman mode of voting.

4. (9) What was the ancient law about debt that caused trouble in the early republic? Narrate the first secession of the Plebeians. Define "Patricians" and "Plebeians." Special privileges of Patricians?

5. (6) [*Optional.*] Powers, privileges and duties of a Tribune of the People? of a Dictator? Restrictions upon the power of each?

6. (7) Leaving out Roman brag, what is the truth about the taking of Rome by the Gauls? How does the Gallic War affect the credibility of early Roman history?

7. (10) Give the four Licinian Rogations. Show from them and the history of their adoption that Licinius Stolo was a great statesman (wise planner for public good) and a shrewd politician (practical manager of political measures).

8. (6) Briefly give the successive wars and their gains, after 350 B. C., by which Rome became mistress of Peninsular Italy in B. C. 265. What power did she next encounter? Where?

9. (5) The Social War; causes, results, etc. Chief general of Roman armies in it?

10. (10) What evils led to the efforts of Tiberius Gracchus? How did he try to remedy them? Why did he fail?

11. (10) Dr. Freeman says that Cæsar's conquest of Gaul was one of the most important events in all history. Prove it.

12. (8) The Normans: their origin and history to time of William the Conqueror?

13. (8) Origin, early years, and chief characteristics of William? Relation to Edward the Confessor? What districts of France, other than Normandy, did he gain?

14. (5) What claim to the throne of England did William set up? What did the Pope do for him, and on what ground?

15. (6) Who was Tostig? How did he aid William? Results to all parties of Tostig's undertaking?

16. (4) [*Optional.*] Tell of the New Forest and Domesday Book.

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NORMAL, ILL., FEBRUARY, 1886.

Entered as second-class matter in the postoffice in Normal, Ill., for transmission through the mails.

The Central Association will be held in Peoria, March 13 and 14. We hope to have the programme in time for our March number. Bishop Spaulding will deliver the evening lecture.

A strong effort will be made to bring the National Association to Chicago in '87. To effect this end the State Association selected a committee consisting of A. G. Lane, N. C. Dougherty, and Dr. Robt. Allyn, whose chief duty consists in thoroughly working up the subject, and getting a large Illinois delegation to the Topeka meeting next summer.

If our readers will turn to our fourth cover page, they will find, in the "ad" of D. Appleton & Co., some books that should be found in the library of every teacher. Bain, Spencer, and Sully are the kind of meat for the teacher if he wants mental muscle. Baldwin and Johonnot are lighter, and have more of the "practical" cast. McArthur is of special interest now on account of the unusual awakening on the subject of manual training.

Supt. Raab has been extremely reticent in regard to his plans for the future. Upon being interviewed by a reporter of a Chicago paper recently, he stated substantially that he is a candidate, and will serve if elected, provided the election comes to him as it did in '82.

Mr. Raab's decision will be very gratifying to the school people generally, and will oblige the Republican convention to put in nomination a thorough-going school man, if it has any hope of electing its candidate.

Isn't it quite possible that the discussion of our work in school has been somewhat one-sided? Of course it isn't expected that a schoolmaster can express an unbiased opinion, but the following from the *Christian Register* is at least worth a perusal by our friends, the doctors:

"There is another side of the subject of overwork in schools which receives little attention, and which the Schoolmasters' Club might properly consider. It is the pressure of overwork upon teachers themselves. The accumulation of tasks for the teacher has been greater than that for the scholar. The revision of modern educational methods has been constantly in the interest of the pupil. They have relieved him from the bondage of an old slavish routine. The treadmill round of recitations has given place to more lively, fresh, and original methods of instruction. The scholar's interest must be kept alive, his mind must be stimulated and awakened. While school-work thus becomes more interesting, and, therefore, easier for the scholar, the new system imposes much greater work upon the teacher. The result is that there is a good deal of silent teacher-killing going on under our public school system. Public sentiment developed in the interest of the scholar overlooks almost entirely the injury done to the teacher."

The Chicago *Tribune*, in a recent editorial, has the following to say on the State superintendency:

"Indeed, it is doubtful whether the State education would not be benefited if a fairly educated man who never taught school and who never superintended one was elected Superintendent of Public Instruction for Illinois. That officer is more immediately concerned in the distribution of the State school fund than in teaching teachers to teach. He is a financial officer rather than a pedagogue. * * * If any Illinois teacher wanted instruction from reports he would probably prefer to pick up one of those made by Prof. Newton Bateman, who organized the Illinois public schools on so satisfactory a basis that they can now be conducted without any aid from a State Superintendent."

"Here's richness." The State Superintendent a financial officer! Since when, pray? If the erudite editor will take the trouble to read the school law he will discover that the State Superintendent is everything but a financial officer, and that his management of public money extends to the contingent fund, set aside for the expenses of his office.

Imagine at the head of our system of public education "a fairly educated man who never taught school, and who never superintended one!"

Section 5, of the school law, says that

"He shall counsel and advise, in such manner as he may deem most advisable, with experienced and practi-

cal school teachers, as to the best manner of conducting common schools."

But if his chief merit consists in the fact that he "never taught a school and never superintended one," his advice and counsel would be about as valuable as the suggestions of a schoolmaster who never conducted a newspaper, nor had anything to do with one, would be to the stockholders of the Chicago *Tribune*.

Section 6 reads as follows:

"Said Superintendent shall have the supervision of all the common and public schools in the State, and shall be the general adviser and assistant of county superintendents of schools in this State; he shall from time to time, as he shall deem for the interests of schools, address circular letters to said superintendents, giving advice as to the best manner of conducting schools, constructing school houses, furnishing the same, examining and procuring competent teachers."

And we are to understand that the way to acquire skill in supervision is not to supervise! Imagine the *Tribune's* kind of superintendent, "advising and assisting" Trainer, Southwell, Shawhan, Lane, Burgess, "Father" Brand, the Millers, the Smiths, Anderson, Goding, Allensworth, Marshutz, Stotler, Dapprich, McKearnan, Benedict, Hendricks, and the rest of the hundred and two!

In order to set at rest any question as to the accuracy of his judgment, his circular letters should be duly signed, "A State Superintendent who never taught a school and never superintended one."

Section 8 adds the following list to his "clerical" duties:

"The said State Superintendent of Public Instruction shall make such rules and regulations as may be necessary and expedient to carry into efficient and uniform effect the provisions of this act, and of all the laws which now are or may hereafter be in force for establishing and maintaining free schools in the State; and shall be the legal adviser of all school officers, and when requested by any such school officer, shall give his opinion in writing upon any question arising under the school laws of this State."

Is "a fairly educated man who never taught a school and never superintended one," the kind of a man that the *Tribune* seriously advises the people of the State to select to carry out the provisions of the statutes made and provided? If so, on the same principle, the stockholders of the *Tribune* should dismiss the men whose signal ability has made that paper a marvel of modern journalism, and put into their places "fairly educated men" who never managed a paper and never had any connection with one in an executive capacity.

As to the final suggestion, that the schools were so thoroughly organized twenty-five years ago that they can now be conducted without any aid from the State Superintendent, we have only to say that it is too puerile and insincere to merit any reply. Its puerility is shown by the fact that the system has been so modified that our beloved Dr. Bateman would hardly recognize his own child; its insincerity is manifested by the *Tribune's* support of the Chicago school system, which still finds a necessity for its accomplished superintendent, his two lieutenants and his sixty-six ward principals, all of whom are "fairly educated," many are scholars of high attainments, and every one has both "taught a school and superintended one."

The annual meeting of the teachers during holiday week was a notable success in the matter of attendance, and was fully up to the average in other particulars.

The newspapers were especially cordial. The leading dailies of Springfield greeted the teachers with cheery editorials and gave full reports of the exercises. The Chicago *Tribune* printed President Brownlee's paper in full, and the metropolitan press generally gave unusual space to the proceedings. On all sides there seemed to be an extraordinary interest in the schoolmaster and what he had to say for himself.

The Executive Committee entertained the common and justifiable fear of a drag in the exercises, and, to prevent such a catastrophe, provided rather more material than time. In consequence, the "discussions" in the general association were brief, generally, or were omitted.

The custom of selecting two or three to discuss each paper will be "more honored in the breach than the observance," if every person so selected appears with a paper equal in length to the leader's. That pleasing fiction, "The discussion of the paper," may well be spared from future programmes if it is to mean a discussion of everything but the paper. Persons selected for that duty should have an

opportunity of seeing what they are to review, long enough before the meeting to give it careful attention.

The County Superintendents' meeting was well attended, about two-thirds of the counties being represented.

The sessions were held in the commodious rooms of the Springfield Business College, which were tendered without charge, and were found to be well adapted to the purposes of the association, on acconnt of their central location, their convenient class-rooms for committee work, and their comfortable furniture.

There were four sessions, and but one paper was presented at each session, Supts. Trainer, McKearnan, Southwell, and Shawhan having been selected for that purpose. The discussions were full and instructive.

On account of the repairs going on at the State House, the general sessions were held in the Y. M. C. A. building. The hall was uncomfortably crowded most of the time, and the inefficient system of ventilation rendered the room extremely uncomfortable; schoolmasters are proverbially good-natured, however, so they paid their extravagant rental and walked off their bad-air headaches with the best possible grace.

Governor Oglesby welcomed the Association with characteristic heartiness. No State can claim an Executive whose heart is warmer toward popular education.

President Brownlee's address was in the line of his life-work, and received most favorable comments from the members of the Association.

The committee selected at the '84 meeting to consider the best method of nominating a candidate for the office of State Superintendent, presented the following report:

"*Resolved*, That we, the teachers of Illinois in convention assembled and without respect to our political connections, do hereby extend our hearty approval of the effort and labors of the Hon. Henry Raab, the present State Superintendent of Public Instruction, and declare our confidence in his ability and wisdom as an educational leader. His energy and zeal in the general cause of education, and particularly the work he has done and is doing for the country schools of the State, are worthy of the highest commendation and encouragement of the people.

"2. As practical educators, fully informed in regard to the educational needs of the State, we unhesitatingly declare that it is unwise as a matter of policy and unjust to the children of the State, to put in nomination for the office of State Superintendent any persons but those who, by long and actual experience, are thoroughly identified with the cause of education; who possess the respect and confidence of the teachers and all other educational interests; and who by their ability and enthusiasm manifested in their school work in the past, give evidence that if elected they will exert a wholesome and aggressive force in improving our schools, and thus gaining a fuller and more satisfactory return from the $9,000,000 annually spent in our State for common school purposes.

"3. We pledge ourselves to do our utmost without regard to party affiliation to defeat any candidate for this office who is wanting in the above qualifications.

E O. VAILE,
E. A. GASTMAN,
C. I. PARKER.

The report was unanimously adopted.

Mr. Vaile presented a minority report, committing the Association to the unqualified support of Mr. Raab as a candidate for reëlection, but the report was properly tabled without discussion. There can be no question, however, in regard to the feeling of the vast majority of those present in regard to the admirable administration of our efficient State Superintendent, nor as to their desires respecting his reëlection.

Supt. Sanford's discussion of the Normal School question was able and radical. Supt. Raab, Leslie Lewis, and David Felmley discussed his paper, and, like Mr. Sanford, gave to the Normal School idea their most enthusiastic support. No friend of these institutions could be unmoved by the heartiness with which the Association indicated its faith in their utility, and its desire to see them generously sustained.

The paper by Mr. Bevans was a careful discussion of the tendencies of school work in the formation of independence of character.

Mrs. Nightingale's paper on the Delsarte Philosophy, was an able plea for physical culture, and was, by odds, the most sensible and practical discussion of that kind to which the Association has listened.

Dr. Peabody gave a full discussion of the work of the State University. Notwithstanding the amount of information that has been scattered broadcast over the State, there are thousands who do not appreciate the fact that Illinois has an institution that is admirably equipped for affording to young men and young women of our commonwealth the

higher education which many are industriously seeking beyond our borders. The time is not far distant when this fact will be understood and utilized and the enrollment of our State University will be trebled.

At the meeting of the Central Association, last spring, the question, "Are there too many women employed in our schools?" was briefly discussed. It elicited so much interest that the committee placed the same topic on the annual programme.

Mr. Updyke, of Belleville, in a lengthy but decidedly able paper, discussed the affirmative of the question. He did it thoroughly and to the evident annoyance of many of the ladies present. Dr. Rulison followed him in a facetious vein, and in a manner that won the applause of the ladies, if his logic was not entirely satisfactory. A. C. Butler followed in a carefully prepared argument on the affirmative, and Miss S. E. Raymond closed the debate. She discussed the fitness of woman for the chair of the teacher, rather than the question at issue. She was enthusiastically received and was regarded by her sisters as their especial champion on that occasion. Her paper was prepared with rare skill and possessed an abundance of good humor that disappointed some of her more belligerent friends.

This discussion was the most racy affair of the Association; the subject will doubtless be revived at subsequent meetings.

The Reading Circle received merited attention. Manager Gastman presented a most cheering report. The paying membership has already reached 3,000. Sixty counties report organization, Will county taking the lead in numbers. Dr. Edwards delivered an address upon the results to be expected from a proper prosecution of the work, and his remarks were enforced by several prominent superintendents and teachers.

James Hannan, of Lake High School, gave a fitting review of the life of the late Wm. H. Wells, and short addresses were delivered by Dr. Hewett, Prof. Metcalf, and others, on the same topic.

The Thursday session was occupied by Supt. Mack, whose paper is presented in this number, and by the usual closing business. The admirable condition of the treasury was the occasion of much good feeling, and the members of the executive committee who were present were enthusiastically called out for speeches.

The officers for the ensuing year are as follows: President, Charles I. Parker, of South Chicago; Secretary, Miss L. L. Hawes, Decatur; Executive Committee, A. G. Lane, Chicago, F. N. Tracy, Kankakee, W. Y. Smith, Venice; Treasurer, P. R. Walker, Rockford.

Over 400 members paid the annual fee.

Our friends will understand that we are largely dependent upon them for enlarging our subscription list. We do not ask them, however, to assist us without some return for their labor. We are still furnishing the Lambie Dictionary Holder, price $6.00, as a premium for six subscribers at $1.50, nine at $1.25, or twelve at $1.00. What better book can you lay on your reference table than "Man?" The price is $3.75. It is full of interesting facts respecting ancient customs, peculiarities of various people, etc. For a limited time we will furnish it as a premium for three subscriptions at $1.50 each, and an additional 15 cents for express charges.

The Atlantic Monthly, price $4.00, has no superior among the magazines. A club of five, at $1.50 each, will secure it.

Treasure Trove, the charming monthly for young people, costs $1.00 a year. For every subscription sent us at $1.50 we will send it as a premium.

These are a few of our premiums. Let us hear from you, friends.

Brother Wilkinson sends us the following from Emporia:

"All Illinoisans who expect to attend the July meeting of the National Educational Association are hereby invited to make appointments to meet their friends at the Illinois headquarters on that occasion. A committee of former Illinois teachers, now working in Kansas, will make provision for your cordial welcome."

On Wednesday, January 20, the First Ward school building in Moline was partially destroyed by fire. Fortunately the fire occurred after the close of school.

BOOK TABLE.

WEBB'S NEW WORD-METHOD. By J. Russell Webb. Potter, Ainsworth & Co, New York.

"Webb's New Word-Method" as a "helper" and "suggester," is of great value, especially to those teachers whose facility for procuring a variety of books is limited.

The Color-Lesson is commendable. The keen teacher, with its help, can teach the combination of primary colors to make secondary, with decided success.

There are two objections to the book, especially if it is to be placed in the hands of the children. One is, the sentences in the first part of the book do not begin with capitals; and the other is the omission of quotation marks in giving direct quotations. Why give the children the wrong form? The work will only have to be done over again.

The grouping of the articles and adjectives with their nouns is good. As a reading book, from page 66, it is valuable. The pictures and stories are true to life; the printing easily read.

THE ECLECTIC MANUAL OF TRAINING. For the assistance of teachers. Van Antwerp, Bragg & Co., Cincinnati and New York.

We quote from the introduction: "As the Eclectic Educational Series is used very generally in the district schools throughout the country, the publishers feel themselves called upon to aid in supplying such information in regard to these books and their use as will assist the teacher in securing the best possible results. With this object in view, the following books of the Eclectic Educational Series have received full and careful treatment: McGuffy's Revised Eclectic Primer, Readers, and Spelling Book; the New Eclectic Penmanship; Ray's New Primary, Intellectual, and Practical Arithmetics; the New Eclectic Elementary and Complete Geographies; Harvey's Revised Elementary Grammar and Composition, Harvey's Revised English Grammar; the Eclectic History of the United States; the Eclectic Physiology and Hygiene."

In pursuance of this plan, we have a manual of instruction in which the books named are taken up in order, but which is applicable as well to any other text books on the same subjects. The different methods of instruction are carefully discussed and much valuable aid is afforded. Many principals will find in it much that they desire to say to their assistants, while teachers of district schools, who are obliged to work without the assistance of superiors, will find very material help in its pages.

SOPER'S DIALECT READINGS. By H. M. Soper. Price, 25 cents. T. S. Dennison, publisher, Chicago.

This is a pamphlet of 112 pages, and is wholly given to dialect. It covers the range of possibilities, apparently, as it contains representatives of German, Irish, Italian, Yankee, Chinese, Scotch, Negro, etc., etc. It can be obtained by addressing the publisher.

SCRAP BOOK RECITATIONS, by the same author and publisher. This is about the same size as the preceding, and is furnished at the same price. It contains a pleasing variety of selections in which there is no lack of good literature, carefully edited for the purposes for which it is intended. A significant reminder of the cheapness of printed matter is furnished by the fact that, at the price mentioned, the selections are furnished at the rate of about three for a cent.

THE NEW NORMAL READERS. Porter & Coates, Philadelphia.

This series consists of five books. The First contains 96 pp.; the Second, 176; the Third, 240; the Fourth, 352; the Fifth, 416. It will be seen that they aggregate over 1,200 pp. of reading matter. So much for their size.

They are substantially and attractively bound, although our preference would be a darker shade of color for the first three.

The First book is fully up to the times in its material. It is fully illustrated, supplied with script exercises, lists of new words, review lessons, and includes all the letters in the first twelve words. The type is large and clear, and will enable the child to make the transition from the chart to the reader with the minimum of difficulty.

The first 30 pages introduce 80 words, the least familiar of which is *adz*. These are repeated in pleasing combinations so that abundant eye training is furnished. This book will be found to be an excellent supplement where other series are in use.

The Second book introduces the Phonic Chart, a brief description of the punctuation marks, some simple rhetorical work, pronouncing exercises with diacritical marks and language lessons. The reading lessons are well graded, and are attractive and natural. There is an abundance of material for seat work that is intrinsically excellent and is also suggestive of other work. Indeed, the book merits its name—Normal—on account of the instructive hints to teachers. Poetry is fully introduced in this number.

In the Third book the Language Lessons are continued. Questions on the meaning of the lessons are to be answered in writing. Memory gems are introduced, defining lessons given, and "thought analysis" emphasized. The exercises in the substitution of words are valuable, and the methods employed to induce pupils to make something like an exhaustive study of their lessons are admirable.

In the Fourth and Fifth books the features of the earlier books are more fully developed, especially the "memory gems" in the Fourth. The plan of giving the portraits of eminent authors in connection with their work, is so sensible that it is surprising that the idea has not been utilized in other series.

The Fifth book devotes a few pages to practical elocution, and adds some excellent biographical notes. The selections in this number are standard literature. There is no straining after the sensational and novel. The "old favorites" appear in pleasing numbers.

THE MAGAZINES.

THE CENTURY and ST. NICHOLAS for February

Are not received as we go to press. We have so often mentioned their exceptional excellence that we again remind our readers that the price of THE CENTURY is $4 and ST. NICHOLAS $3. We can save our subscribers something if they desire to remit through us.

THE ATLANTIC MONTHLY for February:

The beloved Whittier is heard from again in a charming poem, The Homestead. The serials are just the thing to relieve the tired teacher. Three are now running. A. A. Hays has a novel bit of history in An American Soldier in China.

The political study is Ministerial Responsibility and the Constitution, by Abbott Lawrence Lowell.

THE POPULAR SCIENCE MONTHLY for February:

Teachers will be especially interested in

I. The Improvement of East River and Hell Gate, by Gen. John Newton.

II. The Interpreters of Genesis and the Interpreters of Nature, by Prof. T. H. Huxley.

III. Bishop's Ring Around the Sun, by W. M. Davis.

IV. The Influence of Inventions upon Civilization, by C. Smith. (This is full of excellent material for general exercises).

ILLINOIS NORMAL.

With this term, Miss Frank Ohr began her work as assistant to Mrs. Haynie, in the Normal School.

The astronomy class is in "deep water" trying to weigh the earth. "Young's Sun" has been ordered.

An enlarged picture of Joseph Gideon Howell in an elegant frame has recently been placed in the Philadelphian Hall.

Fred Jenkins is president of the Wrightonian Society this term. Almeron Smith wields the gavel in the Philadelphians.

Miss Lizzie Ross, a graduate of the class of ——, was recently married at her home in Union, Ill., to Mr. W. H. Cook, of Chicago.

Several members of the faculty, with a number of students, gave a Shakspearian reading in the Wrightonian Society, January 23.

Both societies adjourned on the first night of this term on account of the severe weather. It has been voted to adjourn the societies January 30, to attend the Conference.

Prof. Barton has issued another outline for general exercises on Free Trade and Protection. It will by printed and placed in the hands of the pupils for study and research.

The attendance in all the departments this term is six hundred and fifteen; three hundred and fifty-five in the Normal department. The number in the Normal School has never exceeded this but once.

The second annual college conference of the Young Men's and Young Women's Christian Association of Illinois will be held in Normal January 29-31. More than a hundred delegates from other schools and colleges in the State are expected. The State and National Secretaries will be present; also J. E. K. Studd, of Cambridge, England.

Miss Alice C. McCormick, daughter of Prof. McCormick, and, until recently, an assistant in the Normal, was married at her home, December 29, to Mr. O. R. Trowbridge, a graduate of the class of '85. Mr. Trowbridge is principal of the Lacon schools. The newly-married couple moved at once to their home in Lacon.

More work on the part of the faculty is being done this term in the Model School than has ever been done before. President Hewett continues his illustrative work before the seniors with the little ones. Prof. Cook continues the number-work with a class from the primary. Prof. Seymour's class, from the grammar room, is working with physiology. Prof. McCormick is working with fourteen pupils from the third grade in preparatory geography. Direction, distance form, and scale have thus far occupied the attention of the class.

In the Chicago *Times* of January 26 we notice the following sad dispatch:

"GOLCONDA, ILL., Jan 21, 1886.

"Mr. T. R. Fraser, principal of the Golconda public schools, and Miss Carrie Rauchfuss, one of his pupils, were drowned last Saturday afternoon by falling through the ice. They had left a skating party and gone five miles up Lusk Creek, where the ice was thin, and where they were found in ten feet of water. Mr. Fraser was a highly educated Christian gentleman, and a graduate of the Illinois Normal School. Miss Rauchfuss was a daughter of one of our wealthiest citizens."

Mr. Fraser graduated with the class of '85, and began his work as principal at Golconda last September. He leaves many warm friends among teachers, classmates, and students, at the University, to lament his sad and untimely death.

PERSONAL.

The course of study for the country schools of Fulton county, recently issued by Supt E. R Boyer, is receiving a great deal of praise. Its typography is exceptionally good, and the subject matter is well worth the excellent treatment it has received at the printer's hands.

The funeral services of Mrs. Hunt, whose death occurred December 19, took place on Monday afternoon, December 22. The remains were taken immediately to the Chicago, Burlington & Quincy depot, from whence the family, accompanied by her pastor, the Rev. Mr. Cryer and several of her friends proceeded on the 4:30 train to Viola, her old home, where the funeral was arranged for 1 o'clock on Tuesday.

Amanda E. Frazier was born in Hubbard, Trumball county, Ohio, February 19, 1843. Her fondness for school work led her to commence her work as teacher at the early age of 16. After teaching for a time she was so impressed by the nobility of the teacher's calling that she determined to fit herself for advanced work. With this in view she attended Monmouth College, then went to the State Normal for two years, and afterward devoted one year to the study of the sciences at Lombard University, Galesburg. In 1867 she accepted a position in the Aledo schools, where she remained until 1873, a part of the time filling the position of principal. She was then elected superintendent of schools for Mercer county. During her nearly nine years' service in this office she did much to raise the standard of the schools under her charge. In July, 1882 she resigned her office, and on the 20th of the same month was married to Jasper N. Hunt, and has since resided in our city. She leaves two children, one two years old, and the other a babe of 19 days. She was the youngest of a large family of children, all but one of whom survive her.

In her chosen work Mrs. Hunt was pre-eminently successful, not only always giving entire satisfaction in every position she was called to fill, but invariably leaving her work in better condition than she found it. Her motto was progress, and the schools of Mercer county feel her influence to this day. Her success was largely due to the fact that, with an earnest Christian character, she carried the principles of her Christianity into all her work. Sunny in disposition she was rarely cast down. To be with her was to feel the strong influence of a Christian faith that saw the bright side of life, and rarely murmured. They who knew her best will miss her most, and they who knew her least can bear testimony that the world has lost a noble woman, who brightened all the paths she trod with the radiance of a genial life.—*Rock Island Union.*

THE READING CIRCLE.

PEDAGOGY FOR FEBRUARY.
The School, pp. 117-139.

1. The House.—*a* Its location. *b* Its surroundings. *c* The structure. *d* The furniture. *e* Apparatus.

2. Condition of House.—*a* Cleanliness. *b* Warmth and ventilation. *c* Windows. *d* Decorations.

3. Organization of School.—*a* Etymology of word. *b* What may be organized? *c* Definition. *d* Work of school.

4. First Day's Work.—*a* Importance. *b* Previous knowledge. *c* Definite plans. *d* Promptness. *e* Signals. *f* Assigning work. *g* Taking names. *h* Learning names. *i* Temporary classification.

5. Classification.—*a* Its necessity. *b* Meaning of tell, teach, train; illustrate each. *c* Saves time. *d* Enthusiasm from numbers. *e* Mutual help. *f* Habit of working together.

6. Classes.—*a* Size. *b* False bases. *c* True bases. *d* mode.

7. The Programme.—*a* Place. *b* Advantages. *c* Construction. *d* How closely followed?

8. Grading.—*a* First requisite. *b* Aids. *c* Danger.

HISTORY.—FIFTH MONTH.
Barnes' General History, pp. 153-177.

FIRST WEEK.

It was the mission of Alexander to diffuse the Greek language and civilization over the earth. Calling himself Greek, he gathered about him Greek generals, philosophers, artisans, and authors. His empire was of short duration. From its ruins four Greek kingdoms immediately sprang into existence. Of these the most interesting in its history is Egypt—not the Egypt of Abraham and the Pharaohs and Joseph, but the Egypt of the Ptolemys and Cleopatra, and Mark Antony and Julius Caesar.

1. Ptolemy and his wise policy; the new elements of the population; the predominant speech. 2. The new city; the Pharos; the mausoleum; the original Suez canal. 3. The Alexandrine library; the great work of the seventy Jewish doctors (this book alone cost the king $2,500,000); the vast number of the volumes. 4. The great school; its museum; its gardens; the numbers in attendance; in what respect was it the greatest school in the history of the world? the famous names connected with it; its influence on the world's measurement of time; its influence on science; its later influence on religion. 5. The end of the Ptolemy line, after nearly three centuries of rule; the romantic story of Cleopatra; Egypt swallowed up in the Roman Empire. 6. The Greek kingdom of Thrace and Asia Minor; its short duration and its annexation to the kingdom of the East. 7. The Greek kingdom of the East; new cities founded; the Syrian Antioch; Pergamos, and the English word derived from its name; their absorption by the Roman dominion; the one kingdom which was not conquered by the Romans. 8. Pontus and its surrender to the Romans; the kingdom of Macedon and Greece; the incursion of the Barbarians, and their expulsion to Galatia; the Achaean and Aetolian Leagues; "all roads lead to Rome;" the history of this kingdom ends as end those of the other. 9. Greece as a Roman province; as it is to-day, so was it in the time of Horace and Cicero—a land of departed greatness, of sentiment, of song and story.

SUNDAY READINGS.

The prophesy concerning Alexander (the "King of Grecia") and the four Greek kingdoms—Daniel viii, xi, 3.

SECOND WEEK.

If it be an instructive study to analyze the civilization of any nation or race, especially is this the case with Grecian civilization. Though Gibbon may have overestimated the influence of that civilization upon the development of our own, it is yet difficult to comprehend the extent of our indebtedness to early Greece.

1. The fabled celestial descent of the Athenians; their social orders; the dignity of Athenian manhood. 2. The employments deemed honorable; those deemed degrading; the examples of Solon, Aristotle, and Plato; the three classes of the population of Sparta. 4. Difference between the literature of the Greeks and those of other ancient peoples; the Greek literature not a *dead* literature even at this day. 5. The dawn of epic poetry; the rhapsodists, their lyre and odes; the joining of many odes to form an extended poem. 6. Homer; traditions concerning him; doubts concerning his existence; the theory of the doubters; the work of Dr. Schliemann (Mrs. Schliemann recently arrayed herself for a portrait in the veritable jewels of Helen of Troy, as Dr. Schliemann believes them to be); antiquity of the poem; how was it preserved until the invention of writing? 7. The story of the Iliad; characteristics of the poem; Alexander's fondness for the poem (p. 151); the Odyssey. 8. The poems of Hesiod; the martial songs of Tyrtanes, the fulfillment of the oracle's prophesy; Archilochus. 9. The Tenth Muse (the story of Sappho's suicide by leaping from the Lady's Cape—the Leucadian promontory—is not now believed); Alcaeus, her lover, rendered familiar in our day by the translation of his best poem by Sir William Jones. 10. Anacreon; his odes (translated into elegant English verse by Tom Moore); Simonides and the Epigram. 11. Pindar and his odes; respect paid him on the destruction of Thebes.

THIRD WEEK.

1. The origin of the drama. It must be remembered that the modern drama had an entirely separate origin, and is not modeled after the classic drama at all, as modern epics are modeled after classic epics. Bacchanalian revels; the poet's crown. 2. The character of the classic drama; prologue, epilogue, and chorus. 3. The Tragic Trio of the Golden Age. 4. Eschylus; Prometheus Bound; the story of Prometheus (Read Willis' Parhasius) 5. The Attic Bee; the character of his works; King Oedipus. (The reader is recommended to study carefully the story of Oedipus, and to read a translation of the drama. It is often called the greatest of classic tragedies. I incline to the opinion expressed at Oxford, that Philoctetes, the "Classic Crusoe," is "the masterpiece of the Athenian stage." It will well repay the reader to peruse the Philoctetes. If these tragedies are not accessible, he will find in Milton's Samson Agonistes a faithful representation of Greek tragedy.) The Science Philosopher; His characters; his advanced thought. 7. Comedy; Aristophanes and his historic personage, Menander and his representative but fictitious characters.

FOURTH WEEK.

1. The father of history; his life; his travels; his subjects. 2. Thucydides; his great work; his style contrasted with that of Herodotus. 3. Xenophon; the Anabasis; the earliest conversational memoirs. 4. Demosthenes; his Oration upon the Crown. 5. The Seven Sages. 6. The Academy; Plato's philosophy. 7. The Lyceum, Aristotle and the Peripatetic school; Aristotle's philosophy. The Epicureans (Acts xvii 18); the Stoics and the Painted Porch; Zeno and his philosophy; Diogenes and the Cynics.

CHICAGO NOTES.

My Dear Journal:

In your next issue will you please answer the following questions:

Did the January JOURNAL contain the entire list of questions in the examination for State Certificates? Who is responsible for the questions?

Why are Hewett's "Pedagogy," Locke's "Some Thoughts on Education," and Fitch's "Lectures on Teaching," mentioned in the examination on Theory and Art of Education?

Don't you think it a little strange that twenty out of thirty questions on "English Literature" refer directly to Shakespeare, and six of the remainder to Bacon? What is meant by "English Literature," anyway? When did it begin, and when did it end?

On the list of announcements for the "Institute of Education" the name of Dr. Burroughs has stood for two years in connection with the topic, "Practical Education or None." All have been curious to hear what the good Doctor had to say on the subject, but he seems little inclined to gratify them. The irksomeness of writing his paper has led to the procuring of substitutes to fill his place. The last one was Mr. Henry Steele, who, under the title "Scientific Ethics," delivered one of the keenest satires ever heard on the Doctrine of Evolution. His paper was one and a half hours long, but his theme was handled in so masterly a manner that the interest was unflagging to the end. Wit and logic vied with each other to make the paper a masterpiece. Mr. Steele is very orthodox, and is a deacon in Plymouth church. The members of the Institute were somewhat surprised after the lecture to see "Honest John Byrne," of the Farron school, "with his red face redder still," gesticulating in a very violent manner, and to hear the words "*outrageous*," "*imposition on the teachers of Cook county*," "*ought to be answered*," "*really indecent*," etc, etc. It was soon apparent that the good Catholic brother had taken the paper all in, *except* the satire. He might as well have supposed he had eaten an ear of corn when he had swallowed the husks

Last Saturday Miss Holbrook, of the Oakland High School, read an interesting paper on "Concentration and Self-attainment in Study." Miss Holbrook devoted a larger portion of her paper to the primary school work, and she expressed views rather more in accord with common sense than are usually heard from high school teachers on themes so far removed from their own work. In apportioning the time of first grades to different topics for instruction, *reading* was omitted altogether, except as the teacher read to the children Tales of "King Arthur," "Roland," "The Spotless Bayard," etc. In the discussion whichfollowed, John Byrne said that arithmetic should not be taught at all in school until children reach the high school. And so we go on one tangent and then on another.

Dr. Thomas, of Methodist heresy fame, appeared before the Principals' Association, two weeks ago. He was three-quarters of an hour behind time, and talked as long after the hour for adjournment. For a great man the Doctor gave a very small talk—measured by its substance. As is very apt to be the case, the Rev. Speaker seemed to know very little of the practices in the schools for which he presumed to advise.

Before the County Association, three weeks ago, Mr. Gastman presented the work of the Reading Circle, and it is needless to say that he did it well. After the meeting, it is said that a party of friends, including Mr. Gastman and Charley Parker, went to Kinsley's for lunch. Mr. Kinsley kindly had them conducted through the different departments of his magnificent new restaurant. Instead of following the others through one of the corridors, Charley turned aside, as he supposed to pass through a spacious doorway. His friends happening to turn around, were amused to see him come to a sudden halt to avoid a collision with a handsome gentlemen in close proximity. With all the urbanity for which he is noted, he raised his hat, made a profound bow, got the words "I beg your pardon" half uttered, when a sheepish smile of recognition crept over his features as he espied the baldness of the uncovered head opposite him. Charley had attempted to walk through one of the handsome mirrors. The party had had only a simple Republican lunch, too.

I was told recently that Normal Park is becoming famous in the line of "incidentals." The Colonel is in such mortal terror of "teaching anything for the sake of the thing taught," that he seems likely to teach everything for the purpose of teaching something else. As you know, he would as soon have poison fed to children as pronounce words for them to spell. They must learn spelling incidentally, learn English incidentally, have no reading except what is incidental; and now comes arithmetic. This rather important branch is to be taught only as incidental to other studies. What the "*other studies*" are, my informant did not say.

Some of your readers may have seen the recent virulent attacks upon our School Board by the Chicago *Tribune*, but they may not know the reasons therefor. The *Tribune* has a grievance. Its building stands upon school property whose cash value is at least $3,000 per front foot. The *Tribune* Company has for a long term of years procured a most shameless undervaluation of the land. The present Board, as honorable a set of men as can be found in Chicago, would not be a party to further fraud upon the school fund, and in consequence the *Tribune* lot has to pay a rental of $18,500 instead of $7,500. Hence the virtuous indignation of this high toned journal at the extravagance of the School Board. It might be added further that the writer of the *Tribune* attacks is an incompetent teacher and a whisky bibler, whom the Board of Education kicked out of its employ some time ago.

The *Tribune* always keeps its morality well in hand, and uses it for the best possible return in dollars and cents.

Six months ago the two healthiest looking men in the employ of the School Board were Frank B. Williams, of the Marquette Schools, and Matthew B. Hicks, the Business Agent. Mr. Williams has been out of school since the first of October, with inflammatory rheumatism. He is now slowly mending, at Hot Springs, but will not be able to resume his duties for some weeks yet. Mr. Hicks has been unable to do any work for some months. He is now at Ypsilanti, trying to get some good from the bathing there. His lower limbs are paralyzed, and his recovery is very doubtful. He has been a most faithful and efficient officer. His trouble is the result of overwork. Yours truly, X. Y. Z.

STATE NEWS.

MADISON COUNTY.

L. T. Kennedy is giving excellent satisfiction at Grantforks.

Speaking of good janitors, Marine can offset any town in Egypt.

Repairs have been made and improvements added to the Jackson school.

1886 starts out under auspicious circumstances for the schools of our county.

A number of our graded schools have regular monthly reports in the local papers.

The genial J. C. Scott interviewed several of our school officers during the past month.

The annual public examination of the Marine school took place just prior to the holidays.

Several teachers of our county are members of McBride & Trainer's corresponding school of sciences.

The St. Jacob public school gave a Christmas entertainment, which was appreciated by its patrons.

Most graded schools and a great many country schools allowed their teachers the days between Christmas and New Year's.

Prof. Parkinson, of the Southern Illinois Normal, spent the holidays with his parents, who reside near Highland.

County Supt. Squire has issued a Teacher's Monthly Report Card to parents, that is meeting the approval of teachers and patrons.

L. A. Richardson, school furnisher at Marine, did a large mailing business owing to his advertisement in the SCHOOL JOURNAL.

Robt. Lowry has taken charge of the New Douglas school, vice H. A. Greening resigned. Mr. G. resigned on account of Uncle Sam appointing him postmaster.

The country schools of this county are being better furnished, supplied with more aids, and receiving more attention than ever before, all of which is hailed with satisfaction, and augurs well for the future of these schools.

The handsome Marine public school building, though having been subject to twelve years' service, is in an excellent state of preservation, both inside and out. Strangers visiting the building express their surprise when told what length of time it has been used.

Arthur Oehler, secretary of the County Board of Managers of the Reading Circle, reports sixty-two members on January 1, distributed among five local circles. Quite an interest has been aroused in the matter. Several new local circles are forming, while those already in existen report prospective additions. Keep the ball rolling.

M. P. Linn, chairman of the Executive Committee, Madison county, is sadly bereaved through the loss his mother by death. Mrs. L. was nearly 62 years age, and had been a resident of the county for over fif years. She was a most estimable lady, whose upright li and kind disposition endeared her to all who knew he

Zac. Roberts, who has been teaching near Troy for number of years past, is justly proud of the new scho building in his district. The building is the neatest an most completely furnished country school in the count which is saying a great deal, and the people of th Spring Vale district are to be congratulated on the good sense and taste.

Madison county was represented at the State Teacher Association at Springfield, by the following delegation County Supt. Jas. Squire, R. A. Haight, W. H. Tarbe G. F. Miner, Arthur Oehler, W. Stille, W. P. Sweeny, E. Stullken, Louise Crouch and Emma Hall. We sha also furnish a good delegation to the meeting of th Southern Illinois Teachers' Association at DuQuoin ne August.

Circular No. 9 of County Supt. Squire, contains exce lent pedagogical hints on all the branches taught, at sence and tardiness, ventilation, premises, etc. Circul No 8 contained a complete list of the teachers an school officers of the county as well as other valuabl matter. At the late meeting of County Superintendent at Springfield, Supt. Squire was called upon to explai his plan of issuing circulars, which was heartily en dorsed by all present.

STEPHENSON COUNTY.

J. H. Hutchison continues principal of Freepor High School.

R. J. Stiver is held a third year at Rock Grove, and i popular with his patrons.

George Howell, the new principal at Lena, has mad a good impression, and the schools are improving unde his administration.

Freeport has completed a new High School building and Supt. Snyder, with his corps of high school instruct ors, took possession on the first of November.

The Reading Circle is meeting with a hearty respons from the teachers of Stephenson county Active an efficient circles have been organized at Orangeville Winslow, Dakota, Ridott, Freeport, Lorain, Davis Rock Grove, and Lena.

Supt. A. A. Krape is unusually busy this fall visiting country and village schools, and working them up to higher standard of efficiency. The School Room Guid is used in all the schools, and is meeting with favo among the teachers, and proving it is practicable t grade country schools.

The citizens and teachers of Lena were specially favored by a visit from Pres. Hewett, of Normal, i November. After addressing the teachers in the morn ing upon school work, he gave his popular lecture upo Development of Character, in the evening to a large an appreciative audience. Prin. Howell is to be thanked for drawing Dr. Hewett to Lena.

Freeport has established a Training School. It con sists of five departments, with Miss Ella K. Briggs a training teacher. The inexperienced teachers in the Freeport schools are placed in charge of rooms in this building, under the immediate supervision of Miss Briggs. The first year they receive a salary of $25 per month, being advanced thereafter in proportion to suc cess. Supt. Snyder is to be congratulated on receiving these two great improvements—A new high school and training department—the latter of which is sure to prove of the greatest service in promoting the interest and efficiency of the schools. SCRIPTOR.

BOONE COUNTY.

M. M. Martin, after a four years' absence from the ool-room, is teaching at Caledonia.

The meeting of Boone County Teachers' Association, Belvidere, January 16, was well attended, though the was cold and stormy. These meetings are held sucsively at Belvidere, Capron, Poplar Grove, and Garden irie, succeeding dates being Capron, January 23, lvidere, February 13, Poplar Grove, February 27, rden Prairie, March 13. Interest is increasing.

Mr. J. C. Zinser is principal at Capron, assisted by s Mary Rushton and Miss Nannie Wilcox, all very rthy and industrious young teachers, trying to do od work there, and not falling behind their fellowrkers in this day of progress in educational work. ses Lillie Wright and Waltie Waddell are the teachat Poplar Grove, of whom the same things may be d. By the way, Mr. Zinser is president at Capron of of the best literary societies in this section. By an mission fee of ten cents all expenses of the hall, etc., paid, and the amusement and profit afforded by this ekly gathering is hardly second to the good of the blic school to those who take part. This society reitly presented the public school its collection of books, ming a nucleus for a good library it is hoped.

The meeting of the Boone County Teachers' Associa- n, which was held in North Belvidere high school- m, Saturday, January 16, 1886, was decidedly the st interesting one of the season. The attendance was ger than usual. In the morning the following proamme was presented: Arithmetic, County Supt. Sher- ; U. S. History, Mr. W. H. Wood; grammar, County pt Sherrill; geography, Miss Clara Fox. In the aftern the reading circle review in general history was nducted by Miss Longley, and many interesting facts the history of India, China, and Greece were discussed. is was followed by the review in pedagogy, led by Mr. errill. A lesson in language, from Powell's "How to lk" was then given by Grace A. Hollenshead to a s of children, after which the reading circle review s continued, Mr. North making the topic in physigy, "The Skin" very interesting. Miss Nellie Nichtook charge of the review in "School Law." The erest manifested in this, the first meeting of 1886, was y encouraging, and we hope it may steadily increase ring the year. Grace A. Hollenshead, Secretary.

ST. CLAIR COUNTY.

County Supt. Dapprich has been laid up for repairs.

The County Teachers' Association meets on Saturday, bruary 13.

Fred B. Merrills has resigned his position as teacher the Wolf branch school on account of the death of father. The vacancy was filled by Charles Letempt.

Your correspondent notices that the editor of the Reading Circle," of Columbia, Ill., is waging a bitter rfare against State Supt. Raab, and County Supt. pprich. His readers may be assured that his motives nothing but party spirit and personal prejudice.

DU PAGE COUNTY.

Supt. Fisher speaks well of the schools of DuPage nty, as far as he has visited them.

That Mr. and Mrs. Russell may find the road through neither too steep nor too rough is the wish of the hers of DuPage county.

Mr. Boeder, the German teacher at Elmhurst, who so regularly attended our monthly meetings, is very It is hoped that he may recover.

The teachers of this county would be pleased to have ion. Henry Raab be his own successor. Wishes and s are very good as far as they go, but votes count. e directors of the Elmhurst school have purchased a S. W Yaggy's anatomical charts. We are confident that both teacher and pupils will be delighted with them.

It is understood that Prof. Fischer does not want the office of County Supt. again. This would necessitate a change. He was appointed Prof. Rassweiler's successor by the county board. Prof. Rassweiler was obliged to resign on account of severe illness. His work as County Supt speaks for itself. Being able to do so much in the short time allowed him each year, how much more would he be able to do under the new law, when he will have his whole time to give to the work. DuPage county has no teacher of larger experience nor greater ability He is the teachers' choice because they know him. We are aware that the leaders in politics of this county do not read THE JOURNAL, but, let us talk Rassweiler to them so that they shall be obliged to nominate him because of our importunity. If once nominated his election is sure.

EDGAR COUNTY.

A. B. Russel is Mr. Myers' successor at Dudley.

James Browning of Brocton, is said to be doing excellent work at Catfish. But there are so many faithful teachers in our county at present that to discriminate in favor of one would be doing others an injustice.

There seems to be a lack of interest in our local teachers' meetings in some parts of the county, owing, no doubt, to the changing of teachers, the new ones being unacquainted with the work laid out by their predecessors.

Several of our teachers attended the State Teachers' Association, at Springfield. Among them were Messrs. Stewart and Harvey, of Paris, and Murry, of Kansas. Many more would have improved the opportunity but for lack of that little commodity known as current funds.

Dr. Stewart, our County Supt., has not yet consented to be a candidate for re-election; but his friends still express a hope that he will yet yield to their wishes. He says he can make much more in the practice of medicine, which is entirely crowded out by the duties of his office as superintendent. Thus it is that our best educators are crowded out of the profession for want of sufficient compensation Mr Stewart was educated at "Illinois State Normal University," preparatory to a life work of teaching; but finding the compensation insufficient, he took up medicine, and had already secured a lucrative practice when he yielded to the importunities of his friends to become candidate for election to the office of County Superintendent. He has been successful in grading and raising the standard of our country schools, and we cannot well do without his services now, for no one perhaps could fill his place with equal success. And yet his election might be doubtful, even with his consent, for political cliques must be gratified. Dr. Stewart must yield to the caprices of those who buy and sell political franchise. What a blessed consummation in view of the corruption in politics, with political vampires or dead beats hanging onto every office in the gift of the people, if the election of County Superintendents, at least, could be taken out of politics. If this could be done and the appointment could be placed in the hands of intelligent and unbiased electors, and the county board would open their hearts to a liberal contribution to the support of the office, we might retain such men as Dr. Stewart in the office; otherwise it becomes, in many cases at least, a mere farce, and worse than useless. J. F.

SPRINGFIELD.

Welsh's Rhetoric has been adopted in the high school.

The Board of Education will rent the rooms of the Business College, during the cold weather, in which to hold the City Teachers' Institute.

Notice was given at the last meeting of the Board that at the next meeting a motion would be made to repeal the rule which provides that no teacher shall receive a present from the pupils of a public school, nor that

any subscription nor contribution shall be taken up in the schools. The teachers in the City Institute intimated that their preference would be to direct this spirit of good will into the channel of practical benevolence.

As the State Association is held in Springfield, the inducement for our teachers to join is not so great as for those who come from a distance, and who can thereby obtain reduced railroad fares and hotel rates. Those who do join must have a feeling of professional pride and appreciation of the advantages in having the Association here. The list includes the names of Supt. Feitshans, Prin. Collins, and Miss Jones, Miss Hayward, and Miss Kuhl, of the high school; Prin. Hannon, Miss Baumgardner, County Supt. Smith, James W. Brooks, W. J. Oakman, Ex-Supt. Brooks, Asst. Supt. Pillsbury, and State Supt. Raab.

Since the public schools are to blame for all defects, what are they doing to train *speakers* for the Association, who will not read a paper in discussing a question? Why is it that there is so much difference between the written and the spoken word?

The learned gentlemen of the Association, who decided there were too many women teaching in the public schools, because women are sympathetic and merciful and men are stern and just, might as well, while they are about it, reform Christianity a little. This feminine element of mercy and forgiveness of sin doubtless displeases them; what they want is justice. As no woman was ever known to succeed with bad boys, of course more men are needed to whip or tyrannize them into goodness. It is in order now to study up the "psychical" differences between men and women. What book will give the needful information? Perhaps it would be better for the women to die and go to heaven where there is "neither male nor female." There seems to be a little too much of that element upon earth.

Follow the program,—but remember that a program should reach back to your heart and to the sense of the community. If a program does not work, it may be the teacher does not work the program.

CENTRAL ILLINOIS TEACHERS' ASSOCIATION.

The second annual meeting of the Central Illinois Teachers' Association will be held at Peoria on the 12th and 13th of March, 1886.

The great success of the meeting at Bloomington last year proves that there is work for our Association. The Executive Committee, realizing this fact, are putting forth every effort to make this one of the most popular gatherings of teachers in the State.

The Right Rev. Bishop Spaulding will deliver the evening lecture.

Arrangements have been made for reduced rates on all railroads leading into Peoria, and at the principal hotels. A complete programme will shortly be issued. Let all the teachers of Central Illinois unite to make the Peoria meeting even more successful than its predecessor.

W. L. STEELE, Galesburg,
H. J. BARTON, Normal,
J. B. MUNGER, Rantoul,
} Executive Committee.

PUBLISHERS' NOTES.

It will well repay one to visit that excellent institution, H. B. Bryant's Chicago Business College, where so many of our young men and women are now educated for the practical duties of life.

The Brockway Teachers' Agency, advertised in our columns, has the cordial endorsement of Supt. Howland, of Chicago, Prof. Phelps, of Winona, Gen. Elliot, Springfield, and others. THE JOURNAL is glad to add its cordial endorsement. Teachers and school officers may be sure of the most honorable treatment.

An advertisement of Adams's Solar Camera, for teaching geography, etc, appears elsewhere in this issue. With sunlight it throws large, distinct pictures on a screen. It is highly commended by many prominent teachers and educators. Dr. Wm T. Harris says of it: "Its slight cost in addition to its excellence, will, I hope, induce all schools to possess it."

TEACHERS—A trial of Our New School Aids will convince you that they are the best and cheapest system for conducting schools in good quiet order. Set No. 1 contains 212 large, elegant, artistic chromo-lithographed excelsior, merit and credit cards, price per set $1. half set 50c. Set No. 2 contains 212 largest and finest chromo excelsior, merit and credit cards, price per set $1.50; half set 75c. 600 new designs brilliant artistic chromos, school reward, excelsior, merit, credit, diploma, birthday, easter, friendship, remembrance, christmas, new year, scripture and fine gift cards at 5, 10, 15, 20 and 25c per dozen. Large set samples 20c. If you do not care to order samples send any amount you wish, stating number and kinds of cards wanted, and we will surely please you. Price list, return envelopes, order blanks free. All post-paid by mail. Stamps taken. Please send a trial order. It will pay you to order samples. FINE ART PUB. CO., WARREN, PA.

Chicago has the credit of having the best institution of its kind in the United States—H. B. Bryant's Chicago Business College. Young men and women from all parts of the country patronize this institution.

LOCAL NOTES.

Maxwell & Co. have removed to Chicago, but they left their old store behind them, and R. C. Rogers & Co., their successors, can fill any order for goods in their line. If you want a book that your dealers can't supply, write Rogers & Co., and get it by an early mail. Students, drop in and see the opportunity for bargains. North Side Court-House Square, Bloomington.

BOOKS SENT POSTPAID.

Hewett's Pedagogy, $1.07; Cook's Arithmetic, .60; Haynie's Grammar, .56; Seymour's Simple Dissections, .20; Metcalf & DeGarmo's Dictionary Work, .27; Miss Kennedy's Observation Schemes, .25; Gillan's Lessons in Mathematical Geography, .15; McCormick's Practical Work in Geography, $1. Special rates by quantities. Introduction prices on all text-books. Correspondence invited. NORMAL BOOK AND NEWS CO., Normal, Ill

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ILLINOIS SCHOOL JOURNAL.

VOL. V.—No. 11. NORMAL, ILL., MARCH, 1886. WHOLE No. 59.

READING.

I.

Editors Journal:

You ask me for a contribution bearing the impress of having grown out of real school work, hence I send you the following, taken from our syllabus and suggestions. It was compiled after much observation, many conferences with my professional neighbors, and careful consideration in the quiet of my own leisure.

Yours truly, W.

This is a second reader grade, and pupils entering it have been in school two years, and have read at least half of McGuffey's Second Reader. During the year you are expected to complete McGuffey's Second Reader and Swinton's Second, or its equivalent.

SUGGESTIVE.

Why are readers graded, and what is the basis of gradation? Readers are graded to meet the growing intellects of pupils, and this growth is the basis of gradation. They begin with the word, and are supposed to end only with the polished, perfect composition, with specimens of the best products of authorship.

A word is but the sign of an idea; a sentence is merely the symbol of a thought; a composition is no more than the sensible expression of discourse. That is, words, sentences, paragraphs, and the like, are symbols which appeal to the senses, and, through the senses, convey knowledge to the mind and rouse it to activity. Hence our teaching has to do with symbols as well as with things symbolized, and if either be lost sight of the result is unsatisfactory.

The mechanism of these symbols must be thoroughly taught. This gives importance to penmanship, which fixes in mind visible forms of these symbols and produces skill in making them. It renders vocal analysis and pronunciation all important, since these establish the audible forms and drill in their production. For like reasons the copying of lessons on slates and paper, the telling, in the language of the pupil, of the substance of what is to be read, are essential exercises because furnishing pleasant drill in the recognition, use, and construction of these symbols.

The charts are designed to teach the forms and values of from two hundred to three hundred easy, common-place words (visible forms chiefly, since pupils are familiar with the audible forms of most of these words before entering school). The names, and many of the values of the letters of the alphabet, will accompany the mastery of these words. The First and Second Readers teach the forms and values of more words (a longer list of more difficult words), and of simple sentences. The Third and Fourth Readers have to do specially with the forms and values of sentences, paragraphs, stanzas, and simple discourse, not rising far above the conversational style. Thus each Reader encroaches sufficiently upon the province of the next higher to render the succession suitable to the learner's attainments, and most profitable to his advancement, while it reviews the work of the lower grades and provides for its own field. The Fifth Reader generally is planned to furnish specimens of our best and purest literature in all of its departments, especially in that of belles-lettres. Its pupils are supposed to have mastered fairly well the principles which guide us in the study of words, sentences, and discourse, and to be ready for the study of literary characteristics, style, figura-

opportunity of seeing what they are to review, long enough before the meeting to give it careful attention.

The County Superintendents' meeting was well attended, about two-thirds of the counties being represented.

The sessions were held in the commodious rooms of the Springfield Business College, which were tendered without charge, and were found to be well adapted to the purposes of the association, on acconnt of their central location, their convenient class-rooms for committee work, and their comfortable furniture.

There were four sessions, and but one paper was presented at each session, Supts. Trainer, McKearnan, Southwell, and Shawhan having been selected for that purpose. The discussions were full and instructive.

On account of the repairs going on at the State House, the general sessions were held in the Y. M. C. A. building. The hall was uncomfortably crowded most of the time, and the inefficient system of ventilation rendered the room extremely uncomfortable; schoolmasters are proverbially good-natured, however, so they paid their extravagant rental and walked off their bad-air headaches with the best possible grace.

Governor Oglesby welcomed the Association with characteristic heartiness. No State can claim an Executive whose heart is warmer toward popular education.

President Brownlee's address was in the line of his life-work, and received most favorable comments from the members of the Association.

The committee selected at the '84 meeting to consider the best method of nominating a candidate for the office of State Superintendent, presented the following report:

"*Resolved*, That we, the teachers of Illinois in convention assembled and without respect to our political connections, do hereby extend our hearty approval of the effort and labors of the Hon. Henry Raab, the present State Superintendent of Public Instruction, and declare our confidence in his ability and wisdom as an educational leader. His energy and zeal in the general cause of education, and particularly the work he has done and is doing for the country schools of the State, are worthy of the highest commendation and encouragement of the people.

"2. As practical educators, fully informed in regard to the educational needs of the State, we unhesitatingly declare that it is unwise as a matter of policy and unjust to the children of the State, to put in nomination for t office of State Superintendent any persons but those w by long and actual experience, are thoroughly identifi with the cause of education; who possess the resp and confidence of the teachers and all other ed cational interests; and who by their ability and enth siasm manifested in their school work in the past, gi evidence that if elected they will exert a wholesome a aggressive force in improving our schools, and thus ga ing a fuller and more satisfactory return from t $9,000,000 annually spent in our State for common sch purposes.

"3. We pledge ourselves to do our utmost without re gard to party affiliation to defeat any candidate for th office who is wanting in the above qualifications.

E O. VAILE,
E. A. GASTMAN,
C. I. PARKER.

The report was unanimously adopted.

Mr. Vaile presented a minority report, committing the Association to the unqualified support of Mr. Raab as a candidate for reëlection, but the report was properly tabled without discussion. There can be no question, however, in regard to the feeling of the vast majority of those present in regard to the admirable administration of our efficient State Superintendent, nor as to their desires respecting his reëlection.

Supt. Sanford's discussion of the Normal School question was able and radical. Supt. Raab, Leslie Lewis, and David Felmley discussed his paper, and, like Mr. Sanford, gave to the Normal School idea their most enthusiastic support. No friend of these institutions could be unmoved by the heartiness with which the Association indicated its faith in their utility, and its desire to see them generously sustained.

The paper by Mr. Bevans was a careful discussion of the tendencies of school work in the formation of independence of character.

Mrs. Nightingale's paper on the Delsarte Philosophy, was an able plea for physical culture, and was, by odds, the most sensible and practical discussion of that kind to which the Association has listened.

Dr. Peabody gave a full discussion of the work of the State University. Notwithstanding the amount of information that has been scattered broadcast over the State, there are thousands who do not appreciate the fact that Illinois has an institution that is admirably equipped for affording to young men and young women of our commonwealth that

igher education which many are industriously eeking beyond our borders. The time is not ar distant when this fact will be understood nd utilized and the enrollment of our State Jniversity will be trebled.

At the meeting of the Central Association, ast spring, the question, "Are there too many vomen employed in our schools?" was briefly liscussed. It elicited so much interest that he committee placed the same topic on the nnual programme.

Mr. Updyke, of Belleville, in a lengthy but lecidedly able paper, discussed the affirmative of the question. He did it thoroughly and to the evident annoyance of many of the ladies present. Dr. Rulison followed him in a facetious vein, and in a manner that won the applause of the ladies, if his logic was not entirely satisfactory. A. C. Butler followed in a carefully prepared argument on the affirmative, and Miss S. E. Raymond closed the debate. She discussed the fitness of woman for the chair of the teacher, rather than the question at issue. She was enthusiastically received and was regarded by her sisters as their especial champion on that occasion. Her paper was prepared with rare skill and possessed an abundance of good humor that disappointed some of her more belligerent friends.

This discussion was the most racy affair of the Association; the subject will doubtless be revived at subsequent meetings.

The Reading Circle received merited attention. Manager Gastman presented a most cheering report. The paying membership has already reached 3,000. Sixty counties report organization, Will county taking the lead in numbers. Dr. Edwards delivered an address upon the results to be expected from a proper prosecution of the work, and his remarks were enforced by several prominent superintendents and teachers.

James Hannan, of Lake High School, gave a fitting review of the life of the late Wm. H. Wells, and short addresses were delivered by Dr. Hewett, Prof. Metcalf, and others, on the same topic.

The Thursday session was occupied by Supt. Mack, whose paper is presented in this number, and by the usual closing business. The admirable condition of the treasury was the occasion of much good feeling, and the members of the executive committee who were present were enthusiastically called out for speeches.

The officers for the ensuing year are as follows: President, Charles I. Parker, of South Chicago; Secretary, Miss L. L. Hawes, Decatur; Executive Committee, A. G. Lane, Chicago, F. N. Tracy, Kankakee, W. Y. Smith, Venice; Treasurer, P. R. Walker, Rockford.

Over 400 members paid the annual fee.

Our friends will understand that we are largely dependent upon them for enlarging our subscription list. We do not ask them, however, to assist us without some return for their labor. We are still furnishing the Lambie Dictionary Holder, price $6.00, as a premium for six subscribers at $1.50, nine at $1.25, or twelve at $1.00. What better book can you lay on your reference table than "Man?" The price is $3.75. It is full of interesting facts respecting ancient customs, peculiarities of various people, etc. For a limited time we will furnish it as a premium for three subscriptions at $1.50 each, and an additional 15 cents for express charges.

The Atlantic Monthly, price $4.00, has no superior among the magazines. A club of five, at $1.50 each, will secure it.

Treasure Trove, the charming monthly for young people, costs $1.00 a year. For every subscription sent us at $1.50 we will send it as a premium.

These are a few of our premiums. Let us hear from you, friends.

Brother Wilkinson sends us the following from Emporia:

"All Illinoisans who expect to attend the July meeting of the National Educational Association are hereby invited to make appointments to meet their friends at the Illinois headquarters on that occasion. A committee of former Illinois teachers, now working in Kansas, will make provision for your cordial welcome."

On Wednesday, January 20, the First Ward school building in Moline was partially destroyed by fire. Fortunately the fire occurred after the close of school.

The child loves to read—will spend hour after hour pouring over some interesting story book or dime novel, and if we will only use and properly direct this propensity, our pupils will enjoy their work; but if we endeavor to crush this power, putting the boy on the seat and commanding him to memorize facts and dates that to him are simply nonsense, we dwarf him and drive him farther and farther from the desired end.

The study of history should develop in the child's mind this desire to read. We can not teach him all the facts he needs to know, but we can so lead and direct him that when he leaves the school-room a good book will be more acceptable company than he can find in the saloons or on the street corners.

This must be commenced the first day he attempts the study of history. If he is allowed to drag along—to memorize words that to him have no meaning, an error is committed that years of the best training can not correct. Here lies the field of our primary teachers, or of the one who first leads the pupil into this unknown field.

But, you say, I am not practical, that I have not given you anything you can use—that I have not even hinted as to how you may attain the end in view. True; and I do not know that I shall be able to say anything that will be of advantage to you. However, permit a few suggestions.

The work must be made interesting from the very start. You must awaken in the pupil's mind a desire for this special kind of knowledge before you present to him the first fact. To achieve this, pictures may be used to advantage. Take for example a picture of De Soto discovering the Mississippi river. While they are looking at it, they will listen eagerly to anything you may say about it—Who he was. Where he came from. How he came to be there. Who those are with him. What became of them, etc. They will listen attentively, and if you do not tell them that you are teaching them history, will be able to tell it to you, or write it for you the next day. This opens the way for language or composition work.

As you proceed with more advanced classes be careful first to introduce the geography of the fact. Carry your pupils with you to the colony or battlefield, travel with them over the ground until they are so familiar with it that they can draw or mould it with all its surroundings. Take for illustration the Battle of Bunker Hill. Draw the map showing Boston, Charlestown, Dorchester Heights, Cambridge, the British quarters, the American encampment. If far enough advanced have the pupils mould it. Create an interest by the use of such questions as, Who are those men in the redoubts? Where did they come from? Why are they here? How are they dressed? With what are they armed? Who are those red-coats landing at the foot of the hill? What will they do? How are they equipped? etc. Teach this and a few other important battles thoroughly, both as regards date and event, and you have formed the nuclei around which the remaining facts of the Revolution may be easily grouped.

But, you exclaim, we have not the time. If we followed that plan we should be able to teach but a very few of the many facts crowded into our text-book. Our work would make no show—we could not see what we were doing.

Don't be discouraged, "Education is a growth." The single fact well taught, although it requires a month's time, is the best possible acquisition for the child. Our trouble is, we attempt too much. We are teaching a subject that our more mature minds, grasping the underlying principles, can easily comprehend, and we blame the pupil because he is not able to swallow allopathic doses. We expect him to do more than he can. He may struggle with it manfully for a shorter or longer time, as the case may be, but at last he becomes discouraged, and then it is almost impossible to awaken him to new exertions. Go slowly. Do not worry, although you can perceive scarcely any progress. So long as you keep the pupil interested in his work—so long as he is enabled to grasp new ideas instead of new combinations of words, your work is not a failure.

"A millstone and the human heart
Are driven ever round;
If they have nothing else to grind,
They must themselves be ground."

A NARRATIVE FOR THE LANGUAGE CLASS.

Du Chaillu gives the following description of the driver, or army ant, of tropical Africa: These ants collect in vast armies, and march off together in search of food. They belong to the true flesh eaters, and do no injury to vegetation. The marching column is usually about two inches wide, and it is often several miles in length. They shun the glare of the day and take up their line of travel by night, or in the dense shade of the woods. When possible, they form covered passageways, as through hollow logs and under fallen leaves, and through these the entire army moves. They attack every form of animal life. When they strike a decayed log, or heap of vegetable refuse, they at once spread out and enter every crevice, so that the object appears to be a living mass of ants inside and out. They find and instantly devour every insect, grub, and larva that may exist, and then they fall into line and resume their march.

Lions, tigers, and elephants flee at their approach, and woe to any crippled animal that is unable to get out of their way; he is doomed, and the ants never leave him until the very marrow is picked out of his bones. The carcass of an elephant or a rhinoceros would stay the march but a few hours. The huge python, lying dormant after he has gorged himself, often falls a prey to these marching hordes, and is literally eaten up alive. They destroy vast quantities of the eggs of serpents and crocodiles, and so help man by keeping down the numbers of these obnoxous reptiles.

Their visit to a human domicile is both welcomed and dreaded. Their presence is first made known by squeakings and an unusual commotion among the various pests which infest such habitations. The young and the old now lay hands on their household gods and flee for their lives, happy if they escape from personal molestation from the advanced guards of the grand army. The ants enter into possession, and the work of purgation is soon finished. Rats, mice, and locusts are tracked to their most secret lairs and ruthlessly devoured; nor do fleas, and other such small deer escape. The ants are literally everywhere; and when they leave, the house is swept of every living thing, a condition which, on the whole, amply pays for the brief inconvenience to which the family has been subjected. In some cases sick and aged people have been abandoned in the hasty flight of the family, and have shared the fate of all animal life that comes in the way of these ants.

AWAKEN A TASTE FOR GOOD LITERATURE.

BY MARGARET KENNEDY, CARTERVILLE, ILL

When I began teaching, nothing surprised me so much as finding out how little my pupils had read. One of our superintendents states that "Millions of children leave school without ever having read a story of more than two pages in extent; in fact, every child does so unless his school-training has been supplemented by home instruction." When one considers the lack of "home education," it does not seem so strange that children come to school ignorant of the great world of books, and leave it with no desire to explore the wonders and beauties of that world, unless directed there by some faithful teacher.

In a country school near me ninety-four pupils are enrolled, and to my positive knowledge there are but two homes where, in the line of literature, anything more than the Bible, almanac, and one weekly paper are to be found—in about one-half of them there is no paper. But better have nothing to read than the blood-and-thunder stories which are so generously loaned by one boy to another in our towns.

To give pupils a taste for good books is not only to make them wiser, but also to keep them out of much evil, and make them happier and better throughout their whole lives. Can a teacher find any work more important or more blessed than this? Is it not worthy of thought and time?

Much can be done in the reading-classes to awaken a love for good literature—something in the geography and history-classes. It is wonderful how quickly, after a little judicious training from an enthusiastic teacher, scholars using Fourth and Fifth Readers will learn to appreciate a well-written description or a beautiful stanza. Some of them will even learn to notice and finally recognize the style

THE READING CIRCLE.

PEDAGOGY FOR FEBRUARY.

The School, pp. 117-139.

1. The House.—*a* Its location. *b* Its surroundings. *c* The structure. *d* The furniture. *e* Apparatus.

2. Condition of House.—*a* Cleanliness. *b* Warmth and ventilation. *c* Windows. *d* Decorations.

3. Organization of School.—*a* Etymology of word. *b* What may be organized? *c* Definition. *d* Work of school.

4. First Day's Work.—*a* Importance. *b* Previous knowledge. *c* Definite plans. *d* Promptness. *e* Signals. *f* Assigning work. *g* Taking names. *h* Learning names. *i* Temporary classification.

5. Classification.—*a* Its necessity. *b* Meaning of tell, teach, train; illustrate each. *c* Saves time. *d* Enthusiasm from numbers. *e* Mutual help. *f* Habit of working together.

6. Classes.—*a* Size. *b* False bases. *c* True bases. *d* mode.

7. The Programme.—*a* Place. *b* Advantages. *c* Construction. *d* How closely followed?

8. Grading.—*a* First requisite. *b* Aids. *c* Danger.

HISTORY.—FIFTH MONTH.

Barnes' General History, pp. 153-177.

FIRST WEEK.

It was the mission of Alexander to diffuse the Greek language and civilization over the earth. Calling himself Greek, he gathered about him Greek generals, philosophers, artisans, and authors. His empire was of short duration. From its ruins four Greek kingdoms immediately sprang into existence. Of these the most interesting in its history is Egypt—not the Egypt of Abraham and the Pharaohs and Joseph, but the Egypt of the Ptolemys and Cleopatra, and Mark Antony and Julius Caesar.

1. Ptolemy and his wise policy; the new elements of the population; the predominant speech. 2. The new city; the Pharos; the mausoleum; the original Suez canal. 3. The Alexandrine library; the great work of the seventy Jewish doctors (this book alone cost the king $2,500,000); the vast number of the volumes. 4. The great school; its museum; its gardens; the numbers in attendance; in what respect was it the greatest school in the history of the world? the famous names connected with it; its influence on the world's measurement of time; its influence on science; its later influence on religion. 5. The end of the Ptolemy line, after nearly three centuries of rule; the romantic story of Cleopatra; Egypt swallowed up in the Roman Empire. 6. The Greek kingdom of Thrace and Asia Minor; its short duration and its annexation to the kingdom of the East. 7. The Greek kingdom of the East; new cities founded; the Syrian Antioch; Pergamos, and the English word derived from its name; their absorption by the Roman dominion; the one kingdom which was not conquered by the Romans. 8. Pontus and its surrender to the Romans; the kingdom of Macedon and Greece; the incursion of the Barbarians, and their expulsion to Galatia; the Achaean and Aetolian Leagues; "all roads lead to Rome;" the history of this kingdom ends as end those of the other. 9. Greece as a Roman province; as it is to-day, so was it in the time of Horace and Cicero—a land of departed greatness, of sentiment, of song and story.

SUNDAY READINGS.

The prophesy concerning Alexander (the "King of Grecia") and the four Greek kingdoms—Daniel viii, xi, 3.

SECOND WEEK.

If it be an instructive study to analyze the civilization of any nation or race, especially is this the case with Grecian civilization. Though Gibbon may have overestimated the influence of that civilization upon the development of our own, it is yet difficult to comprehend the extent of our indebtedness to early Greece.

1. The fabled celestial descent of the Athenians; their social orders; the dignity of Athenian manhood. 2. The employments deemed honorable; those deemed degrading; the examples of Solon, Aristotle, and Plato; the three classes of the population of Sparta. 4. Difference between the literature of the Greeks and those of other ancient peoples; the Greek literature not a *dead* literature even at this day. 5. The dawn of epic poetry; the rhapsodists, their lyre and odes; the joining of many odes to form an extended poem. 6. Homer; traditions concerning him: doubts concerning his existence; the theory of the doubters; the work of Dr. Schliemann (Mrs. Schliemann recently arrayed herself for a portrait in the veritable jewels of Helen of Troy, as Dr. Schliemann believes them to be); antiquity of the poem; how was it preserved until the invention of writing? 7. The story of the Iliad; characteristics of the poem; Alexander's fondness for the poem (p. 151); the Odyssey. 8. The poems of Hesiod; the martial songs of Tyrtanes, the fulfillment of the oracle's prophesy; Archilochus. 9. The Tenth Muse (the story of Sappho's suicide by leaping from the Lady's Cape—the Leucadian promontory—is not now believed); Alcaeus, her lover, rendered familiar in our day by the translation of his best poem by Sir William Jones. 10. Anacreon; his odes (translated into elegant English verse by Tom Moore); Simonides and the Epigram. 11. Pindar and his odes; respect paid him on the destruction of Thebes.

THIRD WEEK.

1. The origin of the drama. It must be remembered that the modern drama had an entirely separate origin, and is not modeled after the classic drama at all, as modern epics are modeled after classic epics. Bacchanalian revels; the poet's crown. 2. The character of the classic drama; prologue, epilogue, and chorus. 3. The Tragic Trio of the Golden Age. 4. Eschylus; Prometheus Bound; the story of Prometheus (Read Willis' Parhasius) 5. The Attic Bee; the character of his works; King Oedipus. (The reader is recommended to study carefully the story of Oedipus, and to read a translation of the drama. It is often called the greatest of classic tragedies. I incline to the opinion expressed at Oxford, that Philoctetes, the "Classic Crusoe," is "the masterpiece of the Athenian stage." It will well repay the reader to peruse the Philoctetes. If these tragedies are not accessible, he will find in Milton's Samson Agonistes a faithful representation of Greek tragedy.) The Science Philosopher; His characters; his advanced thought. 7. Comedy; Aristophanes and his historic personage, Menander and his representative but fictitious characters.

FOURTH WEEK.

1. The father of history; his life; his travels; his subjects. 2. Thucydides; his great work; his style contrasted with that of Herodotus. 3. Xenophon; the Anabasis; the earliest conversational memoirs. 4. Demosthenes; his Oration upon the Crown. 5. The Seven Sages. 6. The Academy; Plato's philosophy. 7. The Lyceum, Aristotle and the Peripatetic school; Aristotle's philosophy. The Epicureans (Acts xvii 18); the Stoics and the Painted Porch; Zeno and his philosophy; Diogenes and the Cynics.

CHICAGO NOTES.

My Dear Journal:

In your next issue will you please answer the following questions:

Did the January JOURNAL contain the entire list of questions in the examination for State Certificates? Who is responsible for the questions?

Why are Hewett's "Pedagogy," Locke's "Some Thoughts on Education," and Fitch's "Lectures on Teaching," mentioned in the examination on Theory and Art of Education?

Don't you think it a little strange that twenty out of thirty questions on "English Literature" refer directly to Shakespeare, and six of the remainder to Bacon? What is meant by "English Literature," anyway? When did it begin, and when did it end?

On the list of announcements for the "Institute of Education" the name of Dr. Burroughs has stood for two years in connection with the topic, "Practical Education or None." All have been curious to hear what the good Doctor had to say on the subject, but he seems little inclined to gratify them. The irksomeness of writing his paper has led to the procuring of substitutes to fill his place. The last one was Mr. Henry Steele, who, under the title "Scientific Ethics," delivered one of the keenest satires ever heard on the Doctrine of Evolution. His paper was one and a half hours long, but his theme was handled in so masterly a manner that the interest was unflagging to the end. Wit and logic vied with each other to make the paper a masterpiece. Mr. Steele is very orthodox, and is a deacon in Plymouth church. The members of the Institute were somewhat surprised after the lecture to see "Honest John Byrne," of the Farron school, "with his red face redder still," gesticulating in a very violent manner, and to hear the words "*outrageous*," "*imposition on the teachers of Cook county*," "*ought to be answered*," "*really indecent*," etc , etc. It was soon apparent that the good Catholic brother had taken the paper all in, *except* the satire. He might as well have supposed he had eaten an ear of corn when he had swallowed the husks

Last Saturday Miss Holbrook, of the Oakland High School, read an interesting paper on "Concentration and Self-attainment in Study." Miss Holbrook devoted a larger portion of her paper to the primary school work, and she expressed views rather more in accord with common sense than are usually heard from high school teachers on themes so far removed from their own work. In apportioning the time of first grades to different topics for instruction, *reading* was omitted altogether, except as the teacher read to the children Tales of "King Arthur," "Roland," "The Spotless Bayard," etc. In the discussion whichfollowed, John Byrne said that arithmetic should not be taught at all in school until children reach the high school. And so we go on one tangent and then on another.

Dr. Thomas, of Methodist heresy fame, appeared before the Principals' Association, two weeks ago. He was three-quarters of an hour behind time, and talked as long after the hour for adjournment. For a great man the Doctor gave a very small talk—measured by its substance. As is very apt to be the case, the Rev. Speaker seemed to know very little of the practices in the schools for which he presumed to advise.

Before the County Association, three weeks ago, Mr. Gastman presented the work of the Reading Circle, and it is needless to say that he did it well. After the meeting, it is said that a party of friends, including Mr. Gastman and Charley Parker, went to Kinsley's for lunch. Mr. Kinsley kindly had them conducted through the different departments of his magnificent new restaurant. Instead of following the others through one of the corridors, Charley turned aside, as he supposed to pass through a spacious doorway. His friends happening to turn around, were amused to see him come to a sudden halt to avoid a collision with a handsome gentlemen in close proximity. With all the urbanity for which he is noted, he raised his hat, made a profound bow, got the words "I beg your pardon" half uttered, when a sheepish smile of recognition crept over his features as he espied the baldness of the uncovered head opposite him. Charley had attempted to walk through one of the handsome mirrors. The party had had only a simple Republican lunch, too.

I was told recently that Normal Park is becoming famous in the line of "incidentals." The Colonel is in such mortal terror of "teaching anything for the sake of the thing taught," that he seems likely to teach everything for the purpose of teaching something else. As you know, he would as soon have poison fed to children as pronounce words for them to spell. They must learn spelling incidentally, learn English incidentally, have no reading except what is incidental; and now comes arithmetic. This rather important branch is to be taught only as incidental to other studies. What the "*other studies*" are, my informant did not say.

Some of your readers may have seen the recent virulent attacks upon our School Board by the Chicago *Tribune*, but they may not know the reasons therefor. The *Tribune* has a grievance. Its building stands upon school property whose cash value is at least $3,000 per front foot. The *Tribune* Company has for a long term of years procured a most shameless undervaluation of the land. The present Board, as honorable a set of men as can be found in Chicago, would not be a party to further fraud upon the school fund, and in consequence the *Tribune* lot has to pay a rental of $18,500 instead of $7,500. Hence the virtuous indignation of this high toned journal at the extravagance of the School Board. It might be added further that the writer of the *Tribune* attacks is an incompetent teacher and a whisky bibler, whom the Board of Education kicked out of its employ some time ago.

The *Tribune* always keeps its morality well in hand, and uses it for the best possible return in dollars and cents.

Six months ago the two healthiest looking men in the employ of the School Board were Frank B. Williams, of the Marquette Schools, and Matthew B. Hicks, the Business Agent. Mr. Williams has been out of school since the first of October, with inflammatory rheumatism. He is now slowly mending, at Hot Springs, but will not be able to resume his duties for some weeks yet. Mr. Hicks has been unable to do any work for some months. He is now at Ypsilanti, trying to get some good from the bathing there. His lower limbs are paralyzed, and his recovery is very doubtful. He has been a most faithful and efficient officer. His trouble is the result of overwork. Yours truly, X. Y. Z.

STATE NEWS.

MADISON COUNTY.

L. T. Kennedy is giving excellent satisfiction at Grantforks.

Speaking of good janitors, Marine can offset any town in Egypt.

Repairs have been made and improvements added to the Jackson school.

1886 starts out under auspicious circumstances for the schools of our county.

A number of our graded schools have regular monthly reports in the local papers.

The genial J. C. Scott interviewed several of our school officers during the past month.

The annual public examination of the Marine school took place just prior to the holidays.

Several teachers of our county are members of McBride & Trainer's corresponding school of sciences.

The St. Jacob public school gave a Christmas entertainment, which was appreciated by its patrons.

Most graded schools and a great many country schools allowed their teachers the days between Christmas and New Year's.

Prof. Parkinson, of the Southern Illinois Normal, spent the holidays with his parents, who reside near Highland.

County Supt. Squire has issued a Teacher's Monthly Report Card to parents, that is meeting the approval of teachers and patrons.

L. A. Richardson, school furnisher at Marine, did a large mailing business owing to his advertisement in the SCHOOL JOURNAL.

Robt. Lowry has taken charge of the New Douglas school, vice H. A. Greening resigned. Mr. G. resigned on account of Uncle Sam appointing him postmaster.

The country schools of this county are being better furnished, supplied with more aids, and receiving more attention than ever before, all of which is hailed with satisfaction, and augurs well for the future of these schools.

The handsome Marine public school building, though having been subject to twelve years' service, is in an excellent state of preservation, both inside and out. Strangers visiting the building express their surprise when told what length of time it has been used.

Arthur Oehler, secretary of the County Board of Managers of the Reading Circle, reports sixty-two members on January 1, distributed among five local circles. Quite an interest has been aroused in the matter. Several new local circles are forming, while those already in existe report prospective additions. Keep the ball rolling.

M. P. Linn, chairman of the Executive Committee, Madison county, is sadly bereaved through the los his mother by death. Mrs. L. was nearly 62 years age, and had been a resident of the county for over fi years. She was a most estimable lady, whose upright l and kind disposition endeared her to all who knew h

Zac. Roberts, who has been teaching near Troy fo number of years past, is justly proud of the new sch building in his district. The building is the neatest a most completely furnished country school in the coun which is saying a great deal, and the people of t Spring Vale district are to be congratulated on th good sense and taste.

Madison county was represented at the State Teache Association at Springfield, by the following delegatio County Supt. Jas. Squire, R. A. Haight, W. H. Tarbe G. F. Miner, Arthur Oehler, W. Stille, W. P. Sweeny, E. Stullken, Louise Crouch and Emma Hall. We sh also furnish a good delegation to the meeting of t Southern Illinois Teachers' Association at DuQuoin ne August.

Circular No. 9 of County Supt. Squire, contains exce lent pedagogical hints on all the branches taught, a sence and tardiness, ventilation, premises, etc. Circul No 8 contained a complete list of the teachers an school officers of the county as well as other valuabl matter. At the late meeting of County Superintendent at Springfield, Supt. Squire was called upon to explai his plan of issuing circulars, which was heartily en dorsed by all present.

STEPHENSON COUNTY.

J. H. Hutchison continues principal of Freepor High School.

R. J. Stiver is held a third year at Rock Grove, and i popular with his patrons.

George Howell, the new principal at Lena, has *made* a good impression, and the schools are improving under his administration.

Freeport has completed a new High School building, and Supt. Snyder, with his corps of high school instructors, took possession on the first of November.

The Reading Circle is meeting with a hearty respons from the teachers of Stephenson county Active and efficient circles have been organized at Orangeville, Winslow, Dakota, Ridott, Freeport, Lorain, Davis, Rock Grove, and Lena.

Supt. A. A. Krape is unusually busy this fall visiting country and village schools, and working them up to higher standard of efficiency. The School Room Guid is used in all the schools, and is meeting with favo among the teachers, and proving it is practicable t grade country schools.

The citizens and teachers of Lena were specially favored by a visit from Pres. Hewett, of Normal, i November. After addressing the teachers in the morn ing upon school work, he gave his popular lecture upo Development of Character, in the evening to a large and appreciative audience. Prin. Howell is to be thanke for drawing Dr. Hewett to Lena.

Freeport has established a Training School. It consists of five departments, with Miss Ella K. Briggs a training teacher. The inexperienced teachers in th Freeport schools are placed in charge of rooms in thi building, under the immediate supervision of Mis Briggs. The first year they receive a salary of $25 pe month, being advanced thereafter in proportion to suc cess. Supt. Snyder is to be congratulated on receivin these two great improvements—A new high school an training department—the latter of which is sure t prove of the greatest service in promoting the interest and efficiency of the schools. SCRIPTOR.

rees," but which Science has named the *Sequoias*—old, lofty, venerable—trees that have been growing almost coeval with the whole extent of the Christian era. At one time English botanists called them the *Wellingtonia gigantea*, and American botanists, *Washingtonia gigantea*, but the modern name *Sequoia gigantea* is now accepted by both.

Sunol Glen, Cal, December 22, 1885.

WORK PREPARATORY TO ELEMENTARY GEOGRAPHY.*

"The object of this work is to lead the children from things to symbols: then from symbols back to things;—from perception of the thing to conception of the symbol; then, through perception of the symbol to conception of the thing symbolized. To do this, it is best to commence with the thing itself. When this can not be obtained, a model of it is most desirable; and, when this is not available, a picture may be used." This statement of purpose was made to the class before the children were brought in.

The work indicated here occupied about a week—recitations about twenty minutes each day. The children with whom it was done had been in school four terms. They had a knowledge of the inch, foot, yard, and rod, also of acute, right, and obtuse angles, and of the points of the compass.

It was now necessary to teach proportion and form. To do this they were taught to make a map of the floor of Dr. Hewett's room.

They first measured the south side of the room and found it to be thirty feet; then, the east side, and found it to be twenty feet. They were then led to see that the north side was of the same length as the south side; and the west side, as the east side. It was then suggested that they make a picture of the floor. To do this, it was necessary to develop the idea of a scale. First, they were asked how long the line should be which should "stand for" the south side of the floor. Reply, "Thirty feet." "Well, can we make it thirty feet long?" "No; there is not blackboard enough." "Well, what shall we do?" After various unsuccessful efforts to draw from the children a scale, the Doctor told them to suppose they let an inch *stand for* a foot. "Why, yes, just play it is a foot," said George. "How long shall we make the line, then, that stands for the south side of the floor?" The children replied, "Thirty inches." They then drew a horizontal line to represent the south side of the floor. The Doctor said, "Pearl, you may walk along the line this stands for." When she got to the end of the line, the Doctor said, "Now, come and put your finger on the end of the line which stands for the end where you are standing." She did it. "George, go to the other (west) end and walk along the line." He did so. "Which end are you at now, George?" "East end." "Which way did you walk?" "East." "Come and put your finger on the end of the line which stands for the end where you are standing."

The Doctor measured off three inches on the line and told Bessie to measure off on the floor what that stood for,—which she did. The Doctor asked, "What kind of an angle is it at the corner?" The children answered, "A right angle." "Now, I want to make a line on this board to stand for the east side of the floor. How long shall I make it?" The children replied, "Twenty inches." "At which end of the line that stands for the south side of the floor shall I make it?" All did not know, but some did.

On the next day, the Doctor reviewed them on the work of the previous day. He first asked, "How long is this line?" The children answered, "Thirty inches." "Let's try it and see. May be it has shrunk up over night," said the Doctor. After they had tested the line, he asked, "What kind of an angle is this on the board?" "A right angle." "Does it stand for any other angle?" "Yes." "George, show me that angle." "Bessie, show me this (east) line on the floor." "Go to the south end of it." "On which side of the room is it?" "East side," she replied. "Show me the line on the floor." "Show me, on the blackboard." "Put your finger on the north end of the east line of the

*This is an account of actual work done before the Senior class of the Normal University, as a specimen of "Illustrative Teaching." The report was prepared by two members of the class from their notes taken at the time of the exercises.

any subscription nor contribution shall be taken up in the schools. The teachers in the City Institute intimated that their preference would be to direct this spirit of good will into the channel of practical benevolence.

As the State Association is held in Springfield, the inducement for our teachers to join is not so great as for those who come from a distance, and who can thereby obtain reduced railroad fares and hotel rates. Those who do join must have a feeling of professional pride and appreciation of the advantages in having the Association here. The list includes the names of Supt. Feitshans, Prin. Collins, and Miss Jones, Miss Hayward, and Miss Kuhl, of the high school; Prin. Hannon, Miss Baumgardner, County Supt. Smith, James W. Brooks, W. J. Oakman, Ex-Supt. Brooks, Asst. Supt. Pillsbury, and State Supt. Raab.

Since the public schools are to blame for all defects, what are they doing to train *speakers* for the Association, who will not read a paper in discussing a question? Why is it that there is so much difference between the written and the spoken word?

The learned gentlemen of the Association, who decided there were too many women teaching in the public schools, because women are sympathetic and merciful and men are stern and just, might as well, while they are about it, reform Christianity a little. This feminine element of mercy and forgiveness of sin doubtless displeases them; what they want is justice. As no woman was ever known to succeed with bad boys, of course more men are needed to whip or tyrannize them into goodness. It is in order now to study up the "psychical" differences between men and women. What book will give the needful information? Perhaps it would be better for the women to die and go to heaven where there is "neither male nor female." There seems to be a little too much of that element upon earth.

Follow the program,—but remember that a program should reach back to your heart and to the sense of the community. If a program does not work, it may be the teacher does not work the program.

CENTRAL ILLINOIS TEACHERS' ASSOCIATION.

The second annual meeting of the Central Illinois Teachers' Association will be held at Peoria on the 12th and 13th of March, 1886.

The great success of the meeting at Bloomington last year proves that there is work for our Association. The Executive Committee, realizing this fact, are putting forth every effort to make this one of the most popular gatherings of teachers in the State.

The Right Rev. Bishop Spaulding will deliver the evening lecture.

Arrangements have been made for reduced rates on all railroads leading into Peoria, and at the principal hotels. A complete programme will shortly be issued. Let all the teachers of Central Illinois unite to make the Peoria meeting even more successful than its predecessor.

W. L. STEELE, Galesburg,
H. J. BARTON, Normal,
J. B. MUNGER, Rantoul,
} Executive Committee.

PUBLISHERS' NOTES.

It will well repay one to visit that excellent institution, H. B. Bryant's Chicago Business College, where so many of our young men and women are now educated for the practical duties of life.

The Brockway Teachers' Agency, advertised in our columns, has the cordial endorsement of Supt. Howland, of Chicago, Prof. Phelps, of Winona, Gen. Elliot, Springfield, and others. THE JOURNAL is glad to add its cordial endorsement. Teachers and school officers may be sure of the most honorable treatment.

An advertisement of Adams's Solar Camera, for teaching geography, etc, appears elsewhere in this issue. With sunlight it throws large, distinct pictures on a screen. It is highly commended by many prominent teachers and educators. Dr. Wm T. Harris says of it: "Its slight cost in addition to its excellence, will, I hope, induce all schools to possess it."

TEACHERS—A trial of Our New School Aids will convince you that they are the best and cheapest system for conducting schools in good quiet order. Set No. 1 contains 212 large, elegant, artistic chromo-lithographed excelsior, merit and credit cards, price per set $1, half set 50c. Set No. 2 contains 212 largest and finest chromo excelsior, merit and credit cards, price per set $1.50; half set 75c. 600 new designs brilliant artistic chromos, school reward, excelsior, merit, credit, diploma, birthday, easter, friendship, remembrance, christmas, new year, scripture and fine gift cards at 5, 10, 15, 20 and 25c per dozen. Large set samples 20c. If you do not care to order samples send any amount you wish, stating number and kinds of cards wanted, and we will surely please you. Price list, return envelopes, order blanks free. All post-paid by mail. Stamps taken. Please send a trial order. It will pay you to order samples. FINE ART PUB. CO., WARREN, PA.

Chicago has the credit of having the best institution of its kind in the United States—H. B. Bryant's Chicago Business College. Young men and women from all parts of the country patronize this institution.

LOCAL NOTES.

Maxwell & Co. have removed to Chicago, but they left their old store behind them, and R. C. Rogers & Co., their successors, can fill any order for goods in their line. If you want a book that your dealers can't supply, write Rogers & Co., and get it by an early mail. Students, drop in and see the opportunity for bargains. North Side Court-House Square, Bloomington.

BOOKS SENT POSTPAID.

Hewett's Pedagogy, $1.07; Cook's Arithmetic, .60; Haynie's Grammar, .56; Seymour's Simple Dissections, .20; Metcalf & DeGarmo's Dictionary Work, .27; Miss Kennedy's Observation Schemes, .25; Gillan's Lessons in Mathematical Geography, .15; McCormick's Practical Work in Geography, $1. Special rates by quantities. Introduction prices on all text-books. Correspondence invited. NORMAL BOOK AND NEWS CO., Normal, Ill

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[LLINOIS SCHOOL JOURNAL.

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READING.

I.

Editors Journal:

You ask me for a contribution bearing the impress of having grown out of real school work, hence I send you the following, taken from our syllabus and suggestions. It was compiled after much observation, many conferences with my professional neighbors, and careful consideration in the quiet of my own leisure.

Yours truly, W.

This is a second reader grade, and pupils entering it have been in school two years, and have read at least half of McGuffey's Second Reader. During the year you are expected to complete McGuffey's Second Reader and Swinton's Second, or its equivalent.

SUGGESTIVE.

Why are readers graded, and what is the basis of gradation? Readers are graded to meet the growing intellects of pupils, and this growth is the basis of gradation. They begin with the word, and are supposed to end only with the polished, perfect composition, with specimens of the best products of authorship.

A word is but the sign of an idea; a sentence is merely the symbol of a thought; a composition is no more than the sensible expression of discourse. That is, words, sentences, paragraphs, and the like, are symbols which appeal to the senses, and, through the senses, convey knowledge to the mind and arouse it to activity. Hence our teaching has to do with symbols as well as with things symbolized, and if either be lost sight of the result is unsatisfactory.

The mechanism of these symbols must be thoroughly taught. This gives importance to penmanship, which fixes in mind visible forms of these symbols and produces skill in making them. It renders vocal analysis and pronunciation all important, since these establish the audible forms and drill in their production. For like reasons the copying of lessons on slates and paper, the telling, in the language of the pupil, of the substance of what is to be read, are essential exercises because furnishing pleasant drill in the recognition, use, and construction of these symbols.

The charts are designed to teach the forms and values of from two hundred to three hundred easy, common-place words (visible forms chiefly, since pupils are familiar with the audible forms of most of these words before entering school). The names, and many of the values of the letters of the alphabet, will accompany the mastery of these words. The First and Second Readers teach the forms and values of more words (a longer list of more difficult words), and of simple sentences. The Third and Fourth Readers have to do specially with the forms and values of sentences, paragraphs, stanzas, and simple discourse, not rising far above the conversational style. Thus each Reader encroaches sufficiently upon the province of the next higher to render the succession suitable to the learner's attainments, and most profitable to his advancement, while it reviews the work of the lower grades and provides for its own field. The Fifth Reader generally is planned to furnish specimens of our best and purest literature in all of its departments, especially in that of belles-lettres. Its pupils are supposed to have mastered fairly well the principles which guide us in the study of words, sentences, and discourse, and to be ready for the study of literary characteristics, style, figura-

TRIALS OF A BEARDLESS SCHOOLMASTER.

BY ONE OF THEM.

For years past I have been gradually but surely coming to the conclusion that the common standard by which schoolmasters are measured is arbitrary, conventional and unjust. My own experience has forced me to this decision. I am not a young man, that is, not a *very* young man; and yet my appearance is that of perpetual, monotonous youth. Comparing my photographs of to-day with those which were taken twelve years ago, I find no difference except in the style of my collar and the set of my necktie. Were I a woman—especially an unmarried woman—I might regard this state of affairs as the especial favor of a discriminating Providence; but, being a man, I find my evergreen freshness a constant drawback, and my perennial beardlessness a fault which the popular eye cannot overlook.

It is with becoming humility, I think, that I venture to assert my ability to turn as pretty a compliment on the weather as the next man; and I believe I can express as intelligent an opinion of Herbert Spencer as many a moustached college youth whom I have seen listened to with almost devotional attention; and yet, for some reason, my remarks on these and other subjects have always fallen flat on the strangers to whom I am frequently expected to make myself agreeable. A dim suspicion of the truth gradually forced itself upon me. Not long ago, a learned gentleman of my acquaintance (he had a beard) let fall an opinion on the Cartesian Philosophy which was applauded rapturously by all who heard it; myself among the number. I came to a determination. As soon as I got a chance, I expressed the same opinion in the same words before a company of equal intelligence. It was listened to with respectful silence, and the subject immediately changed. Very well, thought I; I have found out what I wanted to know. The silence of strangers when I express an opinion is neither an imputation on their intelligence nor on mine; it is all because I look so preternaturally, so preposterously young! The only reason why I have not hitherto impressed gray beards with a due sense of my importance, is because I have no beard to wag at them when they wag theirs at me. Who can be expected to listen interestedly to learned remarks from a youth whose face has not a single line of thought or experience engraven upon it, and, more than all, whose chin has scarcely an incipient hair to justify him in having opinions? The fault, I am willing to admit, is no more with bearded men than with me; a man of experience must be very brave to find anything to admire in youthful conversation which may, after all, have nothing stronger than self-conceit to back it. Novelties are always suspicious; you never can tell when you are going into ecstasies over a mistake.

Since solving the problem which troubled me so long, I have become introspective and retrospective. My introspection has resulted in a mild form of stoicism which has led me to read Marcus Aurelius somewhat carefully. It has also caused me to form a resolution to keep discreetly silent in the presence of pedagogical gentlemen with beards, bald heads and ample waist-coats, and let them do all the talking. This course of conduct, while it lays me liable to overhear occasional remarks which reflect somewhat darkly on my intelligence, really has many compensations. I can study my elders in thoughtful silence, and conclude with a sense of comfort that there are older and bigger fools in the world than I, and that my silence may contribute a little toward alluring them to demonstrate the fact.

Retrospection calls up many experiences as proofs of the injustice of mankind toward beardless schoolmasters. Only last fall, a day or two before the opening of our school, I was standing by the fence watching a grimy individual heave coal into the school-house cellar. When he had finished, he approached me and said:

"Well, young feller, are you comin' here to school this year?"

My prophetic soul told me at once what to expect, but I determined to take a stand on my own dignity and listen.

"Yes," I answered, "I expect to be here." And I inflated my lungs, flattened my back, and looked as overwhelming as possible.

"Well, I'm glad to hear ye speak up so prompt, I am! I like a boy that'll say what he means. You seem to be a promisin' sort

questions are to be logical, consecutive, and comprehensive. Practice in this kind of work only can give skill. Use care and discrimination in accepting answers, and frown down all that is frivolous and thoughtless. At times write your questions on the board and have pupils write their answers. As you arrange your questions by paragraphs, the pupils should so arrange their answers. The study of a composition should impart something of the art of composing—of writing respectable English. Watch carefully against violations of good usage.

7. With a little practice six merges into seven. Your duty now is to direct the exercise, to rule out improprieties, to look after the language, sense, and construction of questions and answers. For variety have both questions and answers written on slates, paper, or board; have the best written on the board, as best, and occasionally send me copies. I should like your classes to gain such skill that the exercise would go on without your saying a word, either in suggesting or in criticising.

8. This suggestion applies to the selection more as a whole. Hitherto the class has studied the paragraphs separately, and know them as paragraphs, or parts. This knowledge now is to be unified, and, where deficient, supplemented. Have pupils recite the lesson in their own words. "John, you may commence." John recites for a time and William continues, then Mary, etc. If better, one may be allowed to give the whole. Pupils write the substance of the lesson, no material point being omitted, even to capitalization and paragraphing. They may be called upon to prepare outlines both for the telling and the writing. There is no more valuable exercise than the topical analysis of a subject or lesson. Encourage and enforce the use of synonyms, and make lists of the same. Remember that we read to obtain new words and ideas as much as we read to express written or printed ideas and thoughts. The following are practical devices for 6, 7, and 8, not before suggested. Lines out of their order may be placed before individual pupils for arrangement, so as to make sensible composition; so with words and paragraphs according to the pupil's proficiency. To call special attention to new words, sentences containing the new words may be written with blanks for the words, and pupils be asked to read, filling the blanks. Sentence-building may be used to advantage. The changing of a declarative to an imperative, interrogative, or exclamatory, or *vice versa*, will also be found useful.

9. Aim at a full, free, and generous expression of the author's meaning. If the work indicated has been done conscientiously, pupils have only to express thoughts already their own, and you know how easily, pleasantly, and clearly a child can talk. Allow no repeating, no mumbling, no monotony of any sort. Drill in giving emphasis, accents, and inflections. Strive to render the voice flexible and subject to the owner's control.

(Continued next month.)

HISTORY.

BY C. W. TREAT, EFFINGHAM, ILL.

What shall I teach? How much must I omit? What plan shall I pursue, in order that my teaching may produce the best possible results? These are questions which arise in every earnest teacher's mind when he attempts to present history, be it in the city or the country, in primary or high school.

In order to intelligently answer all or any of them, it is necessary that we definitely understand the true end to be attained in the study of history. The aim of all teaching is, or should be, the perfect development of the child's mind. That training which does not elevate the pupil, enabling him to grow into a better and nobler man, and fitting him for a more successful combat with the world, has, in a measure at least, come short of the standard of true teaching.

The time allotted to the study of history in our common schools is far too short for the acquisition of the subject as presented in most of our text-books. If we undertake to teach the text, a deserved failure is the result.

I would not be understood as saying that we can discard the text-book entirely, nor that we can make the work so interesting as to require no effort on the part of the pupil, but we can so select and arrange the matter presented as to bring it within the limit of the child's comprehension.

Metal pins were first used by English ladies about the beginning of the sixteenth century; they were so expensive that a lady was very glad to have *one* given her for a New Year's gift. This is why a sum of money was settled upon ladies, at their marriage, for the toilet, and called "pin money."

Fifty years ago it took twenty people to make a pin,—one to draw out the wire, another to straighten it, a third to cut it, a fourth to point it, a fifth to grind the top, and so on.

The pins of to-day are made by machinery, consequently they are cheaper than ever. The value of a pin is as nearly nothing now as anything can be. A noisy, rattling, snappy little machine turns out between two and three hundred pins every minute, so quickly that it is impossible to count them as they fall.

First, the end of the wire is seized by this devouring little monster, drawn off the reel, and straightened as it travels on to be cut; then a pin's length is pushed in and held fast by a kind of nipper, while an iron something snaps down with a rap, and leaves the pin's length with a neat little head; then away it slides off an incline into a tray, where its straight shank slips through a small slit, which allows it to hang by the head, in company with many others.

As they dangle here, their blunt ends are sharpened by a revolving steel roller, which bristles over with vicious file-like teeth. As each pin is pointed, it is pushed on and out of the way by others that want attending to. After this, they have to be whitened and brightened, in order to be what we describe "clean as a new pin."

They are laid in a large copper vessel filled with alternate layers of pure-grain tin and pins; then they are covered with water, sprinkled with cream of tartar, and slowly heated. The acid, acting on the tin, produces solution of tin, the property of which is to give them that pretty new look we know so well. After this, they are washed, dried, and shaken about in a bag filled with bran, to brighten them.

Who invented all this? Well, that I cannot tell you. I expect, like Topsy, the process grew, and was improved upon by different people. Think of all this when you use the expression, "Not worth a pin."—*Harper's Young People.*

AN OLD SONG ANALYZED.

You all know the old song—

"Sing a song of sixpence,
A pocket full of rye,
Four-and-twenty blackbirds
Baked in a pie," etc.—

but have you ever read what it is meant for?

The four-and-twenty blackbirds represent the twenty-four hours. The bottom of the pie is the world, while the top crust is the sky that overarches it. The opening of the pie is the day-dawn, when the birds begin to sing, and surely such a sight is fit for a king.

The king, who is represented as sitting in his parlor counting out his money, is the sun, while the gold pieces that slip through his fingers, as he counts them, are the golden sunshine.

The queen, who sits in the dark kitchen, is the moon, and the honey with which she regales herself is the moonlight.

The industrious maid who is in the garden at work before the king (the sun) has risen, is day-dawn, and the clothes she hangs out are the clouds, while the bird, which so tragically ends the song by "nipping off her nose" is the hour of sunset. So we have the whole day, if not in a nut-shell, in a pie.

EXAMINATION FOR STATE CERTIFICATES 1885.

ZOOLOGY.

DIRECTIONS: Those who have made Zoology their elective will take the whole paper. Time, 100 minutes. Those who have not made Zoology their elective will take the first five questions. Time, 50 minutes.

[Figures in curves indicate credits for satisfactory answers.]

1. (20) What is the fauna of a country? What is the difference between a reptile and an amphibian? How will you prove that birds are more closely allied to reptiles than to mammals? Name five species of mollusks which may be found in your county.

2. (20) What classes of animals have no representatives in the fauna of your county?

3. (20) Which of the articulates are provided with simple eyes? Which have compound eyes? Which have both? Which have none?

4. (20) What is metamorphosis? When is it complete? Which animals have a complete metamorphosis? Name the parts of the mouth of a beetle.

5. (20) Give a model description of "*a sponge*" (It should contain what you would require grammar school pupils to know about this object). Name five articulates useful to man; name five which are injurious. Tell in what the use of the ones and the injury of the others consists.

A NARRATIVE FOR THE LANGUAGE CLASS.

Du Chaillu gives the following description of the driver, or army ant, of tropical Africa: These ants collect in vast armies, and march off together in search of food. They belong to the true flesh eaters, and do no injury to vegetation. The marching column is usually about two inches wide, and it is often several miles in length. They shun the glare of the day and take up their line of travel by night, or in the dense shade of the woods. When possible, they form covered passageways, as through hollow logs and under fallen leaves, and through these the entire army moves. They attack every form of animal life. When they strike a decayed log, or heap of vegetable refuse, they at once spread out and enter every crevice, so that the object appears to be a living mass of ants inside and out. They find and instantly devour every insect, grub, and larva that may exist, and then they fall into line and resume their march.

Lions, tigers, and elephants flee at their approach, and woe to any crippled animal that is unable to get out of their way; he is doomed, and the ants never leave him until the very marrow is picked out of his bones. The carcass of an elephant or a rhinoceros would stay the march but a few hours. The huge python, lying dormant after he has gorged himself, often falls a prey to these marching hordes, and is literally eaten up alive. They destroy vast quantities of the eggs of serpents and crocodiles, and so help man by keeping down the numbers of these obnoxous reptiles.

Their visit to a human domicile is both welcomed and dreaded. Their presence is first made known by squeakings and an unusual commotion among the various pests which infest such habitations. The young and the old now lay hands on their household gods and flee for their lives, happy if they escape from personal molestation from the advanced guards of the grand army. The ants enter into possession, and the work of purgation is soon finished. Rats, mice, and locusts are tracked to their most secret lairs and ruthlessly devoured; nor do fleas, and other such small deer escape. The ants are literally everywhere; and when they leave, the house is swept of every living thing, a condition which, on the whole, amply pays for the brief inconvenience to which the family has been subjected. In some cases sick and aged people have been abandoned in the hasty flight of the family, and have shared the fate of all animal life that comes in the way of these ants.

AWAKEN A TASTE FOR GOOD LITERATURE.

BY MARGARET KENNEDY, CARTERVILLE, ILL

When I began teaching, nothing surprised me so much as finding out how little my pupils had read. One of our superintendents states that "Millions of children leave school without ever having read a story of more than two pages in extent; in fact, every child does so unless his school-training has been supplemented by home instruction." When one considers the lack of "home education," it does not seem so strange that children come to school ignorant of the great world of books, and leave it with no desire to explore the wonders and beauties of that world, unless directed there by some faithful teacher.

In a country school near me ninety-four pupils are enrolled, and to my positive knowledge there are but two homes where, in the line of literature, anything more than the Bible, almanac, and one weekly paper are to be found—in about one-half of them there is no paper. But better have nothing to read than the blood-and-thunder stories which are so generously loaned by one boy to another in our towns.

To give pupils a taste for good books is not only to make them wiser, but also to keep them out of much evil, and make them happier and better throughout their whole lives. Can a teacher find any work more important or more blessed than this? Is it not worthy of thought and time?

Much can be done in the reading-classes to awaken a love for good literature—something in the geography and history-classes. It is wonderful how quickly, after a little judicious training from an enthusiastic teacher, scholars using Fourth and Fifth Readers will learn to appreciate a well-written description or a beautiful stanza. Some of them will even learn to notice and finally recognize the style

THE READING CIRCLE.

PEDAGOGY FOR FEBRUARY.

The School, pp. 117-139.

1. The House.—*a* Its location. *b* Its surroundings. *c* The structure. *d* The furniture. *e* Apparatus.

2. Condition of House.—*a* Cleanliness. *b* Warmth and ventilation. *c* Windows. *d* Decorations.

3. Organization of School.—*a* Etymology of word. *b* What may be organized? *c* Definition. *d* Work of school.

4. First Day's Work.—*a* Importance. *b* Previous knowledge. *c* Definite plans. *d* Promptness. *e* Signals. *f* Assigning work. *g* Taking names. *h* Learning names. *i* Temporary classification.

5. Classification.—*a* Its necessity. *b* Meaning of tell, teach, train; illustrate each. *c* Saves time. *d* Enthusiasm from numbers. *e* Mutual help. *f* Habit of working together.

6. Classes.—*a* Size. *b* False bases. *c* True bases. *d* mode.

7. The Programme.—*a* Place. *b* Advantages. *c* Construction. *d* How closely followed?

8. Grading.—*a* First requisite. *b* Aids. *c* Danger.

HISTORY.—FIFTH MONTH.

Barnes' General History, pp. 153-177.

FIRST WEEK.

It was the mission of Alexander to diffuse the Greek language and civilization over the earth. Calling himself Greek, he gathered about him Greek generals, philosophers, artisans, and authors. His empire was of short duration. From its ruins four Greek kingdoms immediately sprang into existence. Of these the most interesting in its history is Egypt—not the Egypt of Abraham and the Pharaohs and Joseph, but the Egypt of the Ptolemys and Cleopatra, and Mark Antony and Julius Cæsar.

1. Ptolemy and his wise policy; the new elements of the population; the predominant speech. 2. The new city; the Pharos; the mausoleum; the original Suez canal. 3. The Alexandrine library; the great work of the seventy Jewish doctors (this book alone cost the king $2,500,000); the vast number of the volumes. 4. The great school; its museum; its gardens; the numbers in attendance; in what respect was it the greatest school in the history of the world? the famous names connected with it; its influence on the world's measurement of time; its influence on science; its later influence on religion. 5. The end of the Ptolemy line, after nearly three centuries of rule; the romantic story of Cleopatra; Egypt swallowed up in the Roman Empire. 6. The Greek kingdom of Thrace and Asia Minor; its short duration and its annexation to the kingdom of the East. 7. The Greek kingdom of the East; new cities founded; the Syrian Antioch; Pergamos, and the English word derived from its name; their absorption by the Roman dominion; the one kingdom which was not conquered by the Romans. 8. Pontus and its surrender to the Romans; the kingdom of Macedon and Greece; the incursion of the Barbarians, and their expulsion to Galatia; the Achaean and Aetolian Leagues; "all roads lead to Rome;" the history of this kingdom ends as end those of the other. 9. Greece as a Roman province; as it is to-day, so was it in the time of Horace and Cicero land of departed greatness, of sentiment, of song story.

SUNDAY READINGS.

The prophesy concerning Alexander (the "King Grecia") and the four Greek kingdoms—Daniel viii,

SECOND WEEK.

If it be an instructive study to analyze the civiliza of any nation or race, especially is this the case Grecian civilization. Though Gibbon may have ove timated the influence of that civilization upon the velopment of our own, it is yet difficult to compreh the extent of our indebtedness to early Greece.

1. The fabled celestial descent of the Athenians; th social orders; the dignity of Athenian manhood. 2. T employments deemed honorable; those deemed degra ing; the examples of Solon, Aristotle, and Plato; t three classes of the population of Sparta. 4. Differen between the literature of the Greeks and those of oth ancient peoples; the Greek literature not a *dead* liter ture even at this day. 5. The dawn of epic poetry; t rhapsodists, their lyre and odes; the joining of man odes to form an extended poem. 6. Homer; tradition concerning him: doubts concerning his existence; th theory of the doubters; the work of Dr. Schliemann (Mrs. Schliemann recently arrayed herself for a portrait in the veritable jewels of Helen of Troy, as Dr. Schliemann believes them to be); antiquity of the poem; how was it preserved until the invention of writing? 7. The story of the Iliad; characteristics of the poem; Alexander's fondness for the poem (p. 151); the Odyssey. 8. The poems of Hesiod; the martial songs of Tyrtanes, the fulfillment of the oracle's prophesy; Archilochus. 9. The Tenth Muse (the story of Sappho's suicide by leaping from the Lady's Cape—the Leucadian promontory—is not now believed); Alcaeus, her lover, rendered familiar in our day by the translation of his best poem by Sir William Jones. 10. Anacreon; his odes (translated into elegant English verse by Tom Moore); Simonides and the Epigram. 11. Pindar and his odes; respect paid him on the destruction of Thebes.

THIRD WEEK.

1. The origin of the drama. It must be remembered that the modern drama had an entirely separate origin, and is not modeled after the classic drama at all, as modern epics are modeled after classic epics. Bacchanalian revels; the poet's crown. 2. The character of the classic drama; prologue, epilogue, and chorus. 8. The Tragic Trio of the Golden Age. 4. Eschylus; Prometheus Bound; the story of Prometheus (Read Willis' Parhasius) 5. The Attic Bee; the character of his works; King Oedipus. (The reader is recommended to study carefully the story of Oedipus, and to read a translation of the drama. It is often called the greatest of classic tragedies. I incline to the opinion expressed at Oxford, that Philoctetes, the "Classic Crusoe," is "the masterpiece of the Athenian stage." It will well repay the reader to peruse the Philoctetes. If these tragedies are not accessible, he will find in Milton's Samson Agonistes a faithful representation of Greek tragedy.) The Science Philosopher; His characters; his advanced thought. 7. Comedy; Aristophanes and his historic personage, Menander and his representative but fictitious characters.

FOURTH WEEK.

1. The father of history; his life; his travels; his subjects. 2. Thucydides; his great work; his style contrasted with that of Herodotus. 3. Xenophon; the Anabasis; the earliest conversational memoirs. 4. Demosthenes; his Oration upon the Crown. 5. The Seven Sages. 6. The Academy; Plato's philosophy. 7. The Lyceum, Aristotle and the Peripatetic school; Aristotle's philosophy. The Epicureans (Acts xvii 18); the Stoics and the Painted Porch; Zeno and his philosophy; Diogenes and the Cynics.

CHICAGO NOTES.

Dear Journal:

In your next issue will you please answer the following questions:

Did the January JOURNAL contain the entire list of questions in the examination for State Certificates? Who is responsible for the questions?

Why are Hewett's "Pedagogy," Locke's "Some Thoughts on Education," and Fitch's "Lectures on Teaching," mentioned in the examination on Theory and Art of Education?

Don't you think it a little strange that twenty out of thirty questions on "English Literature" refer directly to Shakespeare, and six of the remainder to Bacon? What is meant by "English Literature," anyway? When did it begin, and when did it end?

On the list of announcements for the "Institute of Education" the name of Dr. Burroughs has stood for two years in connection with the topic, "Practical Education or None." All have been curious to hear what the good Doctor had to say on the subject, but he seems little inclined to gratify them. The irksomeness of writing his paper has led to the procuring of substitutes to fill his place. The last one was Mr. Henry Steele, who, under the title "Scientific Ethics," delivered one of the keenest satires ever heard on the Doctrine of Evolution. His paper was one and a half hours long, but his theme was handled in so masterly a manner that the interest was unflagging to the end. Wit and logic vied with each other to make the paper a masterpiece. Mr. Steele is very orthodox, and is a deacon in Plymouth church. The members of the Institute were somewhat surprised after the lecture to see "Honest John Byrne," of the Farron school, "with his red face redder still," gesticulating in a very violent manner, and to hear the words "*outrageous*," "*imposition on the teachers of Cook county*," "*ought to be answered*," "*really indecent*," etc , etc. It was soon apparent that the good Catholic brother had taken the paper all in, *except* the satire. He might as well have supposed he had eaten an ear of corn when he had swallowed the husks

Last Saturday Miss Holbrook, of the Oakland High School, read an interesting paper on "Concentration and Self-attainment in Study." Miss Holbrook devoted a larger portion of her paper to the primary school work, and she expressed views rather more in accord with common sense than are usually heard from high school teachers on themes so far removed from their own work. In apportioning the time of first grades to different topics for instruction, *reading* was omitted altogether, except as the teacher read to the children Tales of "King Arthur," "Roland," "The Spotless Bayard," etc. In the discussion whichfollowed, John Byrne said that arithmetic should not be taught at all in school until children reach the high school. And so we go on one tangent and then on another.

Dr. Thomas, of Methodist heresy fame, appeared before the Principals' Association, two weeks ago. He was three-quarters of an hour behind time, and talked as long after the hour for adjournment. For a great man the Doctor gave a very small talk—measured by its substance. As is very apt to be the case, the Rev. Speaker seemed to know very little of the practices in the schools for which he presumed to advise.

Before the County Association, three weeks ago, Mr. Gastman presented the work of the Reading Circle, and it is needless to say that he did it well. After the meeting, it is said that a party of friends, including Mr. Gastman and Charley Parker, went to Kinsley's for lunch. Mr. Kinsley kindly had them conducted through the different departments of his magnificent new restaurant. Instead of following the others through one of the corridors, Charley turned aside, as he supposed to pass through a spacious doorway. His friends happening to turn around, were amused to see him come to a sudden halt to avoid a collision with a handsome gentlemen in close proximity. With all the urbanity for which he is noted, he raised his hat, made a profound bow, got the words "I beg your pardon" half uttered, when a sheepish smile of recognition crept over his features as he espied the baldness of the uncovered head opposite him. Charley had attempted to walk through one of the handsome mirrors. The party had had only a simple Republican lunch, too.

I was told recently that Normal Park is becoming famous in the line of "incidentals." The Colonel is in such mortal terror of "teaching anything for the sake of the thing taught," that he seems likely to teach everything for the purpose of teaching something else. As you know, he would as soon have poison fed to children as pronounce words for them to spell. They must learn spelling incidentally, learn English incidentally, have no reading except what is incidental; and now comes arithmetic. This rather important branch is to be taught only as incidental to other studies. What the "*other studies*" are, my informant did not say.

Some of your readers may have seen the recent virulent attacks upon our School Board by the Chicago *Tribune*, but they may not know the reasons therefor. The *Tribune* has a grievance. Its building stands upon school property whose cash value is at least $3,000 per front foot. The *Tribune* Company has for a long term of years procured a most shameless undervaluation of the land. The present Board, as honorable a set of men as can be found in Chicago, would not be a party to further fraud upon the school fund, and in consequence the *Tribune* lot has to pay a rental of $18,500 instead of $7,500. Hence the virtuous indignation of this high toned journal at the extravagance of the School Board. It might be added further that the writer of the *Tribune* attacks is an incompetent teacher and a whisky bibler, whom the Board of Education kicked out of its employ some time ago.

The *Tribune* always keeps its morality well in hand, and uses it for the best possible return in dollars and cents.

Six months ago the two healthiest looking men in the employ of the School Board were Frank B. Williams, of the Marquette Schools, and Matthew B. Hicks, the Business Agent. Mr. Williams has been out of school since the first of October, with inflammatory rheumatism. He is now slowly mending, at Hot Springs, but will not be able to resume his duties for some weeks yet. Mr. Hicks has been unable to do any work for some months. He is now at Ypsilanti, trying to get some good from the bathing there. His lower limbs are paralyzed, and his recovery is very doubtful. He has been a most faithful and efficient officer. His trouble is the result of overwork.

Yours truly, X. Y. Z.

STATE NEWS.

MADISON COUNTY.

L. T. Kennedy is giving excellent satisfiction at Grantforks.

Speaking of good janitors, Marine can offset any town in Egypt.

Repairs have been made and improvements added to the Jackson school.

1886 starts out under auspicious circumstances for the schools of our county.

A number of our graded schools have regular monthly reports in the local papers.

The genial J. C. Scott interviewed several of our school officers during the past month.

The annual public examination of the Marine school took place just prior to the holidays.

Several teachers of our county are members of McBride & Trainer's corresponding school of sciences.

The St. Jacob public school gave a Christmas entertainment, which was appreciated by its patrons.

Most graded schools and a great many country schools allowed their teachers the days between Christmas and New Year's.

Prof. Parkinson, of the Southern Illinois Normal, spent the holidays with his parents, who reside near Highland.

County Supt. Squire has issued a Teacher's Monthly Report Card to parents, that is meeting the approval of teachers and patrons.

L. A. Richardson, school furnisher at Marine, did a large mailing business owing to his advertisement in the SCHOOL JOURNAL.

Robt. Lowry has taken charge of the New Douglas school, vice H. A. Greening resigned. Mr. G. resigned on account of Uncle Sam appointing him postmaster.

The country schools of this county are being better furnished, supplied with more aids, and receiving more attention than ever before, all of which is hailed with satisfaction, and augurs well for the future of these schools.

The handsome Marine public school building, though having been subject to twelve years' service, is in an excellent state of preservation, both inside and out. Strangers visiting the building express their surprise when told what length of time it has been used.

Arthur Oehler, secretary of the County Board of Managers of the Reading Circle, reports sixty-two members on January 1, distributed among five local circles. Quite an interest has been aroused in the matter. Several new local circles are forming, while those already in exi report prospective additions. Keep the ball rollin

M. P. Linn, chairman of the Executive Commit Madison county, is sadly bereaved through the l his mother by death. Mrs. L. was nearly 62 ye age, and had been a resident of the county for ove years. She was a most estimable lady, whose uprig and kind disposition endeared her to all who knev

Zac. Roberts, who has been teaching near Troy number of years past, is justly proud of the new building in his district. The building is the neate most completely furnished country school in the co which is saying a great deal, and the people o Spring Vale district are to be congratulated on good sense and taste.

Madison county was represented at the State Teac Association at Springfield, by the following deleg County Supt. Jas. Squire, R. A. Haight, W. H. Ta G. F. Miner, Arthur Oehler, W. Stille, W. P. Swee E. Stullken, Louise Crouch and Emma Hall. We also furnish a good delegation to the meeting o Southern Illinois Teachers' Association at DuQuoin August.

Circular No. 9 of County Supt. Squire, contains e lent pedagogical hints on all the branches taught, sence and tardiness, ventilation, premises, etc. Circ No 8 contained a complete list of the teachers school officers of the county as well as other valu matter. At the late meeting of County Superintend at Springfield, Supt. Squire was called upon to exp his plan of issuing circulars, which was heartily dorsed by all present.

STEPHENSON COUNTY.

J. H. Hutchison continues principal of Freepo High School.

R. J. Stiver is held a third year at Rock Grove, and i popular with his patrons.

George Howell, the new principal at Lena, has mad a good impression, and the schools are improving unde his administration.

Freeport has completed a new High School building, and Supt. Snyder, with his corps of high school instructors, took possession on the first of November.

The Reading Circle is meeting with a hearty response from the teachers of Stephenson county Active and efficient circles have been organized at Orangeville, Winslow, Dakota, Ridott, Freeport, Lorain, Davis, Rock Grove, and Lena.

Supt. A. A. Krape is unusually busy this fall visiting country and village schools, and working them up to a higher standard of efficiency. The School Room Guide is used in all the schools, and is meeting with favor among the teachers, and proving it is practicable to grade country schools.

The citizens and teachers of Lena were specially favored by a visit from Pres. Hewett, of Normal, in November. After addressing the teachers in the morning upon school work, he gave his popular lecture upon Development of Character, in the evening to a large and appreciative audience. Prin. Howell is to be thanked for drawing Dr. Hewett to Lena.

Freeport has established a Training School. It consists of five departments, with Miss Ella K. Briggs as training teacher. The inexperienced teachers in the Freeport schools are placed in charge of rooms in this building, under the immediate supervision of Miss Briggs. The first year they receive a salary of $25 per month, being advanced thereafter in proportion to success. Supt. Snyder is to be congratulated on receiving these two great improvements—A new high school and training department—the latter of which is sure to prove of the greatest service in promoting the interests and efficiency of the schools.

SCRIPTOR.

BOONE COUNTY.

M. Martin, after a four years' absence from the -room, is teaching at Caledonia.

meeting of Boone County Teachers' Association, videre, January 16, was well attended, though the as cold and stormy. These meetings are held suc- ly at Belvidere, Capron, Poplar Grove, and Garden e, succeeding dates being Capron, January 23, dere, February 13, Poplar Grove, February 27, n Prairie, March 13. Interest is increasing.

J. C. Zinser is principal at Capron, assisted by Mary Rushton and Miss Nannie Wilcox, all very y and industrious young teachers, trying to do work there, and not falling behind their fellow- ers in this day of progress in educational work. s Lillie Wright and Waltie Waddell are the teach- t Poplar Grove, of whom the same things may be By the way, Mr. Zinser is president at Capron of f the best literary societies in this section. By an ssion fee of ten cents all expenses of the hall, etc., aid, and the amusement and profit afforded by this ly gathering is hardly second to the good of the ic school to those who take part. This society re- y presented the public school its collection of books, ng a nucleus for a good library it is hoped.

e meeting of the Boone County Teachers' Associa- which was held in North Belvidere high school- , Saturday, January 16, 1886, was decidedly the interesting one of the season. The attendance was er than usual. In the morning the following pro- mme was presented: Arithmetic, County Supt. Sher- l; U. S. History, Mr. W. H. Wood; grammar, County ipt Sherrill; geography, Miss Clara Fox. In the after- on the reading circle review in general history was nducted by Miss Longley, and many interesting facts the history of India, China, and Greece were discussed. his was followed by the review in pedagogy, led by Mr. herrill. A lesson in language, from Powell's "How to alk" was then given by Grace A. Hollenshead to a ass of children, after which the reading circle review as continued, Mr. North making the topic in physi- logy, "The Skin" very interesting. Miss Nellie Nich- ls took charge of the review in "School Law." The nterest manifested in this, the first meeting of 1886, was ery encouraging, and we hope it may steadily increase uring the year. Grace A. Hollenshead, Secretary.

ST. CLAIR COUNTY.

County Supt. Dapprich has been laid up for repairs.

The County Teachers' Association meets on Saturday, February 13.

Fred B. Merrills has resigned his position as teacher of the Wolf branch school on account of the death of his father. The vacancy was filled by Charles Letempt.

Your correspondent notices that the editor of the "Reading Circle," of Columbia, Ill., is waging a bitter warfare against State Supt. Raab, and County Supt. Dapprich. His readers may be assured that his motives are nothing but party spirit and personal prejudice.

DU PAGE COUNTY.

Supt. Fisher speaks well of the schools of DuPage county, as far as he has visited them.

That Mr. and Mrs. Russell may find the road through life neither too steep nor too rough is the wish of the teachers of DuPage county.

Mr. Boeder, the German teacher at Elmhurst, who has so regularly attended our monthly meetings, is very ill. It is hoped that he may recover.

The teachers of this county would be pleased to have the Hon. Henry Raab be his own successor. Wishes and desires are very good as far as they go, but votes count.

The directors of the Elmhurst school have purchased a set of S. W Yaggy's anatomical charts. We are confident that both teacher and pupils will be delighted with them.

It is understood that Prof. Fischer does not want the office of County Supt. again. This would necessitate a change. He was appointed Prof. Rassweiler's successor by the county board. Prof. Rassweiler was obliged to resign on account of severe illness. His work as County Supt speaks for itself. Being able to do so much in the short time allowed him each year, how much more would he be able to do under the new law, when he will have his whole time to give to the work. DuPage county has no teacher of larger experience nor greater ability He is the teachers' choice because they know him. We are aware that the leaders in politics of this county do not read THE JOURNAL, but, let us talk Rassweiler to them so that they shall be obliged to nominate him because of our importunity. If once nominated his election is sure.

EDGAR COUNTY.

A. B. Russel is Mr. Myers' successor at Dudley.

James Browning of Brocton, is said to be doing excellent work at Catfish. But there are so many faithful teachers in our county at present that to discriminate in favor of one would be doing others an injustice.

There seems to be a lack of interest in our local teachers' meetings in some parts of the county, owing, no doubt, to the changing of teachers, the new ones being unacquainted with the work laid out by their predecessors.

Several of our teachers attended the State Teachers' Association, at Springfield. Among them were Messrs. Stewart and Harvey, of Paris, and Murry, of Kansas. Many more would have improved the opportunity but for lack of that little commodity known as current funds.

Dr. Stewart, our County Supt., has not yet consented to be a candidate for re-election; but his friends still express a hope that he will yet yield to their wishes. He says he can make much more in the practice of medicine, which is entirely crowded out by the duties of his office as superintendent. Thus it is that our best educators are crowded out of the profession for want of sufficient compensation Mr Stewart was educated at "Illinois State Normal University," preparatory to a life work of teaching; but finding the compensation insufficient, he took up medicine, and had already secured a lucrative practice when he yielded to the importunities of his friends to become candidate for election to the office of County Superintendent. He has been successful in grading and raising the standard of our country schools, and we cannot well do without his services now, for no one perhaps could fill his place with equal success. And yet his election might be doubtful, even with his consent, for political cliques must be gratified. Dr. Stewart must yield to the caprices of those who buy and sell political franchise. What a blessed consummation in view of the corruption in politics, with political vampires or dead beats hanging onto every office in the gift of the people, if the election of County Superintendents, at least, could be taken out of politics. If this could be done and the appointment could be placed in the hands of intelligent and unbiased electors, and the county board would open their hearts to a liberal contribution to the support of the office, we might retain such men as Dr. Stewart in the office; otherwise it becomes, in many cases at least, a mere farce, and worse than useless. J. F.

SPRINGFIELD.

Welsh's Rhetoric has been adopted in the high school.

The Board of Education will rent the rooms of the Business College, during the cold weather, in which to hold the City Teachers' Institute.

Notice was given at the last meeting of the Board that at the next meeting a motion would be made to repeal the rule which provides that no teacher shall receive a present from the pupils of a public school, nor that

ELEMENTS OF PSYCHOLOGY, with special applications to the art of teaching. On the basis of "Outlines of Psychology." for the use of Normal Schools, High Schools, Teachers' Reading Circles, and students generally. By James Sully, A. M. D. Appleton & Co. New York.

Prof. Sully's "Outlines of Psychology," recently published by the Appletons, attracted marked attention from teachers, on account of the practical character of his treatment of this subject in its relation to the work of the instructors of the young.

A demand at once arose for a smaller and cheaper edition containing that portion of his work which is of more especial interest to teachers. The first 130 pages of the book are presented herewith at the low price of twenty-five cents. Prof. Sully has not contented himself, however, with chipping out portions of "The Outlines," but has practically prepared a new work for the especial uses of the schoolmaster.

The oft-repeated remark that psychology must be at the foundation of any true science of teaching, has at last forced itself upon the attention of the educational fraternity. Reading circles, wherever organized, have included it in their courses of study, and institutes set apart a portion of their time to its examination. Prof. Sully's contribution is timely, and will, no doubt, be heartily welcomed by all who are willing to settle down to solid work.

The publishing of unauthorized abridgments of the author's work by American publishers in advance of this expected abridgment from Prof. Sully, has an air of sharp practice about it that is not attractive to the average mind.

Part I can be obtained from the Chicago Agency by remitting the price mentioned above.

THE FIRST STEPS IN NUMBER. Teacher's Edition. By G A Wentworth, A. M., Professor of Mathematics in Phillips' Exeter Academy. and E. M. Reed, Principal of Training School at Plymouth, N. H. Boston. Ginn & Co.

This is a book of nearly 500 pages, and is the most elaborate of its kind that we have ever seen. The method is thoroughly inductive. Instead of a volume of directions as to the manner of working out a course in number to 100, the work itself is presented, and its philosophical arrangement is to be inferred.

It is, consequently, a book of problems,—of concrete problems in the main. We have no material fault to find with the presentation of the subject. If superintendents and principals find their primary teachers driving the children over abstract tables, to the exclusion of concretes, they will do well to prescribe this volume as an antidote for so serious a disorder.

THEORY AND PRACTICE OF TEACHING, or the Motives and Methods of Good School-Keeping. By David P. Page, A. M. A. S. Barnes & Co., New York and Chicago.

It is now almost forty years since this book was first published. Its clear and simple treatment of the subject, the earnest and devout spirit of its author that are apparent in every page, and the cheery, attractive style in which it is written have combined to render it the most popular and widely-read of teachers' manuals.

The new edition, edited by Prof. W. H. Payne, of Michigan University, is substantially like the old, but contains a biographical sketch of Mr. Page, that will lend additional interest to the work.

For all teachers, but especially for young teachers, this book is invaluable. Many more teachers' books are sold than are read. No teacher will purchase this and lay it aside. It is too attractive. When we are asked what first to select to form a professional library, we have no hesitation in saying, "Page's Theory and Practice." It is by no means the book to stop with, however, as forty years have materially changed the character of educational work in this country.

ELEMENTARY POLITICAL ECONOMY. By A. B. Meservey, Ph. D., Principal of New Hampton Literary Institute. Boston. Thompson, Brown & Co.

The friends of the "New Departure" who are insisting on less of Number, Geography, and Grammar, and more of babyfield science in homeopathic doses, will find in this little book "a step in the right direction."

On one hundred and twenty-five pages Mr. Meservey has placed all the elementary matter that he deems it best to present to the beginner. In the main it is very well done. And it would be quite to our liking if the average lad on leaving school at the average age, knew a good deal of the book, though it be at a loss of what he is now supposed to know. The book is readily understood, and has to do with the earth in which we live—a good idea—and not seen in all books on the subject. An idea has got abroad that Political Economy is incubated and hatched in some college professor's chair, and how a science which should have so much of mother earth sticking to it can be of this maternity, has always been a query. Happily we are going to better times. Dwelling, perhaps, rather meagerly on wealth among sages, shepherd tribes, and agriculturists, division of labor, machinery, and capital are next treated. Pages twenty-four to forty-one state, with good effect, the arguments pro and con on the tariff question.

The most valuable portion of the book (forty pages) discusses money and our monetary system. This can be unhesitatingly recommended. Taxation, profits, and wages, and a few words on labor difficulties, complete a little book that was written without pretense at fine rhetoric or original investigation. It is, for all that, just what is wanted for our *Grammar* Schools. Of course all High Schools have a place for it.

HARPER'S POPULAR CYCLOPÆDIA OF UNITED STATES HISTORY, from the Aboriginal Period to 1876 Containing brief sketches of important events and conspicuous actors By Benson J. Lossing, LL. D. Illustrated by over one thousand engravings. Harper Brothers. New York.

Dr. Lossing's books are so well and favorably known that his name is a sufficient guaranty of the accuracy of his text. The work under review contains two volumes about uniform in size with the New American Cyclopædia.

The matter is arranged in the usual alphabetical order, but there is an exhaustive index of the text at the close of the second volume, and of the illustrations at the beginning of the first.

The mechanical features of the work are excellent. The illustrations are numerous and valuable. In addition to the large number of portraits, pictures of interesting buildings, etc., there are representations of coins, notable medals, old seals, curious documents, old-fashioned vehicles, early bank notes, and other objects of especial interest that are difficult to find in our best cyclopædias.

A careful examination of the text discloses a wealth of information collected with the most painstaking care. Biography, history, explanations of current phrases, curious and interesting bits of knowledge respecting events or personages crowd the pages.

The admiration of the reviewer increased with the examination.

It is not often that one cares to sit down to read a volume of this sort; it is usually reserved for a hasty reference when an unfamiliar name is encountered in general reading or study. These books are so thoroughly American, however, and so much that they relate belongs to so recent a period that one cannot open to any page without finding something of unusual interest.

To the busy professional man they are a great time-saver. To the student they are an invaluable hand book. Their cheapness puts them within the reach of the common district school, where, if properly used, they may become of greater service than anywhere else.

The general agent for Illinois and Indiana is W. P. Graves, Bloomington, Ill. Correspondence with him is solicited, as the books are sold by subscription only.

THE MAGAZINES.

THE POPULAR SCIENCE MONTHLY for March:

THE MONTHLY is a sort of indispensable to the schoolmaster. There is rarely an article between its covers that has no relation to his work. Some are, of course, of greater interest to him than others. The March number has an article from Prof. W. G. Farlow on "Biological Teaching in Colleges." He might have omitted the last two words of his subject without injury. "A Thinking Machine," by Grant Allen, is a second article that the teacher will find to his advantage to read. His business is chiefly with "thinking machines."

In "Health and Sex in Higher Education," John Dewey, Ph. D. has a review of certain statistics bearing upon the subject under consideration.

"Animal Weather-Lore" by Charles C. Abbott, M D., is a very curious collection of superstitions, with an attempt at explanation or correction.

"Arbor-Day," by N. H. Egleston, has a special bearing on the work which some schools are doing to replace the forests which have been swept away by accident or design.

THE ATLANTIC for March

Continues the serials, and they gain in interest as their plots develop. "In the Clouds," by Charles Egbert Craddock, is extended four chapters, and is a vivid piece of word-painting. Her serials are making those weird regions of the South as familiar as the White Mountains of the North. Henry James is as mysterious as usual with the unaccountable freaks of his "Princess." Dr. Holmes opens the Portfolio again, and presents two occasional poems, with an introduction. John Fiske contributes a readable article on the Condition of the United States after the Revolutionary War. The teacher of history will find it very helpful, as it gives a realistic conception of the condition of that chaotic but germinal period. Among the book reviewers T. W. Higginson's "Grant" is less a review than a brief analysis of that striking historical character, who, from one point of view, towers among the world's heroes, and from another is the simple, unaffected citizen, beloved with a pathetic tenderness alike by the old and young of the nation that he saved.

THE CENTURY MAGAZINE for March

Comes too late for the present number. The February was the mid-winter number. It seems impossible to make any number more interesting than the regular issue.

W. D. Howells begins a new story—"The Minister's Charge"—that illustrates his peculiar qualities.

"John Bodewin's Testimony," by Mary Hallock Foote, has all the flavor of the mining camp, with the play of the tender passion thrown in. The shorter stories are charming. The war series is continued by Grant's "Preparing for the Wilderness Campaign," Longstreet's "Our March Against Pope," and "With Jackson's Foot-Cavalry at the Second Manassas," by Allen C. Redwood.

"Will the Land Become a Desert?" and "Recent Architecture in America," are especially interesting to the teacher. "Memoranda of the Civil War," "Open Letters," "Bric-a-Brac," etc., are, as usual, instructive and entertaining.

STATE NEWS.

The winter session of the Northen Illinois Teachers' Association was held at Freeport, January 29-30. The meeting was a grand success. The address of welcome was delivered by Mr. O. B. Bedwell, President of the Freeport National Bank, and was responded to by Supt. A. J. Blanchard, of Sycamore, President of the Association.

Dr. Edwards, of Princeton, delivered an address on the topic "What will the course of the Illinois Teachers' Reading Circle accomplish if carefully studied?"

On Saturday, Alexander E. Frye, of the Cook County Normal School, discussed "Geography and the Moulding Table." The exercise elicited a warm debate, as was expected. Dr. Hewett and others warmly commending Mr. Frye's ideas, while several, notably Dr. Ely, of Savanna, were not inclined to accept them without material modification.

Dr. Hewett delivered an address on Pedagogy. The substance of his address will appear in the next number of THE JOURNAL.

The officers of the Association are as follows: President, C. C. Snyder, Freeport; Executive Committee, W. H. Brydges, Elgin; O. F. Barbour, Rockford; Miss May Todd, West Aurora.

The next meeting will be held at Elgin the last Friday and Saturday of April.

The following is the programme for the Central Association, to be held in Peoria, March 12 and 13:

FRIDAY, MARCH 12.—10:15 a. m.

Music, Chorus Class, High School; Address of Welcome, Geo. H. McIlvaine; President's Address, James Kirk, Superintendent of Woodford County; Music, High School Chorus Class; County Supervision, Geo. R. Shawhan, Superintendent of Champaign County; Discussion—Mrs Mary E. Emery, Peoria; E R. Boyer, Fulton County; Ben. C. Allensworth, Tazewell County.

APPOINTING COMMITTEES.

Afternoon, 1:30.

Music, Cornet Solo, Lem. H. Wiley; Science Below the High School, M. L. Seymour, Professor of Natural Sciences, Illinois State Normal; Discussion—J. H. Coonradt, Decatur; John P. Yoder, Bushnell.

INTERMISSION—3:20.

Music—Trio—Violin, Flute, and Piano, E. H. Harold and Jay Plowe; What, How, and When in Geography? Col. John McClenahan, Superintendent of Schools, Galva; Discussion—L A. Thomas, LaSalle; S. Y. Gillan, Danville; Jesse Hubbard, Pontiac.

Evening, 8:00 o'clock.

Music, Piano Solo, W. Waugh Lander; Lecture—At Opera House, Theories of Education, Rt. Rev. Bishop Spaulding.

SATURDAY, MARCH 13.—9:00 a. m.

Music, High School Chorus Class; Systematic Reading in Connection With School Work, Miss Ida M. McCall, Galesburg; Discussion—Geo. Selby, Carthage; R. R. Reeder, Normal; Henry W. Flanegin, Danville.

INTERMISSION—10:30.

Music, Song, Ward School Pupils; Are The Results of Our Arithmetical Instructions Satisfactory? Mrs. Ella F. Young, Principal Skinner School, Chicago; Discussion—Miss Belle F. Goudy, Bloomington; Geo. W. Oldfather, Knox; J. W. Hayes, Urbana.

Afternoon 2:00.

Music, Piano Solo, C. M. Campbell; Language vs. Grammar—Discussion opened by Albert R. Sabin, Principal Franklin School, Chicago; W. H. Williamson, Havana; J. W. Heninger, Bloomington.

MACOUPIN COUNTY.

A new school building has been erected in District No. 2.

F. Marion Henderson is giving excellent satisfaction at North Bend.

Mr. Blackwelder is principal at Clyde this year again, and is giving general satisfaction.

Prof. Reeves, principal of Staunton school last year, has the principalship of some city school in Kansas.

The Staunton public school gave a dramatic entertainment Feburary 15, which was well attended and appreciated.

Quite a number of our teachers were in attendance at the Montgomery County Teachers' Association, held in Litchfield, February 13.

Quite a number of our graded schools, and some country schools, have regular monthly reports in the local papers. A few have weekly reports.

Our genial County Superintendent, G. W. Bowersox, has spent considerable time in visiting the schools of the county—both graded and country schools.

The Girard public school employed a new first assistant in December, owing to the first one employed failing to give satisfaction. Supt. Bowersex filled the vacant position until a teacher was employed.

Miss Lucy Ross, of Bunker Hill, is teaching in the country this year, and Miss Estella Henry, in Gillespie.

W. T. Ayers, formerly principal of Bayleestown graded school, now fills the honorable position of Professor of Mathemathics in Purdu University, Lafayette, Ind.

The Reading Circle is meeting with a hearty response from the teachers of Macoupin County. An active local Reading Circle has been organized at Staunton, with J. O. Kennedy as president, and Mrs. Hatfield, secretary.

Mt. Olive employes four teachers in their graded school instead of three, as is given in the Annual Directory. Two of the teachers are retained from last year, Misses Lillie Cox, who has taught four terms, and M. Boone two terms. We understand all their teachers are ladies.

Several of our teachers are not engaged in their occupation this year. Misses Lizzie Dickey and Emma Clark are taking a "rest." Miss Crawford is employed as a book-keeper in St. Louis. Mr. W. H Williamson is in the hardware business, and J. F. Mitchell is traveling salesman for a wholesale house in Cincinnati, Ohio.

Staunton public school is prospering finely under the management of Prof J O. Kennedy, who seems to be giving universal satisfac ion. Prof. K. was promoted from first assistant last year to his present position. W. Rodenberg, of St. Louis, is now first assistant. Miss Gotshill, of Waterloo, Illinois, is primary teacher there.

WINNEBAGO COUNTY.

Supt. Walker, in his quiet, thorough manner, is bringing the schools of Rockford to a grade that will soon compare favorably with the best.

Prof. Charles A Smith, the new high school principal, is a fitting addition to the new regime. The attendance in his department was never so good, and his work is favorably received.

The new high school building at Rockford is steadily approaching completion, and will be ready for occupancy in April. It is considered a very satisfactory building at its cost of $30,000. Built of red pressed brick of uniform size, laid in red mortar, planned in two high stories, something after the Queen-Anne style, standing on the high east bank of Rock river, it makes a very presentable building on the outside, while inside, the high ceilings, large rooms and studied convenience of arrangement promise to make it one of the best in the State. A more minute description may be given later.

MERCER COUNTY.

It has been decided to have a School Exhibit at the Mercer County Fair this coming year; many of the schools are manifesting much interest in this work.

Miss Lulu Bassett, teacher in the Aledo High School the past year, is employed this year at the McCum College, Louisiana, Mo., where she teaches the language and elocution.

We are informed that Prof. Wylie, of the Aledo Academy feels it his duty, on account of the ill-health of his wife, to leave the state of Illinois. We are sorry to lose this able worker.

Supt Goding is very busy visiting schools. He is doing some good work. It was through his influence that Manual was introduced, from which it is hoped much good will result.

The February meeting of the Association was held at New Windsor. A large attendance, many lively discussions, and the presence D. N. Farmer, all tended to make the meeting a success.

E. L. Essley, one of Mercer's ablest teachers, has closed his Academy at New Windsor, on account of i

health. It is hoped by his many friends that he may soon recover his health and return to his school work.

The meeting of the Teachers' Association for the month of January, was favored with a lecture by Prof. John W. Cook, of Normal.

The next Teachers' Association will be held at New Boston, March 6. Col. Parker, of Cook County Normal, will be present and lecture in the evening. A cordial invitation is extended to the teachers of Western Illinois to be present at this meeting.

THE READING CIRCLE.

HISTORY.—FIFTH MONTH.

Barnes' General History, pp. 135-153.

FIRST WEEK.

1. The career of Cimon. 2. Pericles, and the triumph of democracy. Modes of educating the populace. 3. Athenian civilization and culture. 4. How an inland city was made a seaport. 5. Exhibitions of Athenian sport.

SECOND WEEK.

1. The *real cause* of the great war between the Greek states. The *occasion* of the war. 2. How the states were arranged in the two great parties in the conflict. 3. The conduct of the war. The terrible siege of Athens. 4 The Perfidy of Pausanius. The heroic defense of Platea, and the destruction of the city. 5. The scheme of Alcibiades His traitorous conduct after his deposition. The fate of the expedition. His recall by the fickle Athenians, and his second deposition. 6. The fall of Athens. 7. Her continued supremacy in literature and art. The thirty tyrants, and the re establishment of democracy.

THIRD WEEK.

1. The third Persian war. How Greece became involved. 2. How victory was turned into defeat. 3. The retreat under Xenophon. Its remarkable character. 4. A fifth war with Persia. Greeks again the aggressors. 5. Persian gold triumphs. Decline of Sparta. 6. The Washington of Greece—Epaminondas. Leuctra and Mantinea. The fall of Thebes. The Theban Phalanx.

FOURTH WEEK.

1. In what respect was Macedon to be considered a Greek state? 2. Philip's ambition to be recognized as a Greek. His success. He craftily insinuates himself into Greek affairs. 3. The opposition of Demosthenes. 4. Macedonian phalanx. 5. Anecdotes illustrating the character of Philip His death. 6. Alexander. The destruction of Thebes. 7. The conquest of Persia. The conquest of Egypt, and the new city on the Mediterranean. The advance into India. 8. Alexander's death. 9. His plans. His influence on the history of the world. 10. In what respects was Alexander's empire a *Greek* empire? 11. Did Alexander really conquer the world as legend states?

NOTE.—It is not generally spoken of as the Greek empire, since that term is used to designate the eastern division of the Roman empire of centuries later.

PEDAGOGY FOR MARCH.

Pages 141-167.

1. Management.—*a* Relation to instruction and training. *b* About voice and eye.

2. Government.—*a* Define. *b* Reason for it. *c* Should rest on what? *d* About personal feeling.

3 Punishment.—*a* Relation to Government. *b* Define it. *c* Show what are not punishment. *d* Additional element in the state. *e* Discuss improper forms. *f* What principle should be observed? *g* Give points on corporal punishment. *h* Give cautions.

4. Necessity that teacher should be master.

5. What about show of authority? About boasting? What men are obeyed most implicitly?

6. About amount of government.

7. State five points respecting rules.

8. Name two classes of offenders. Relations of rules to them. Give illustration.

9. About truthfulness and justness; deliberation and firmness; avoiding issues; self-government.

10. Give Twelve Principles.

11. Lessons.—Etymology and literal meaning of *recitation*.

12. Name five things that should be included in the recitation.

13. *a* Importance of first. *b* What three questions? *c* Two-fold character of acquisition of lesson. *d* What shall be done in case of failure?

14. *a* Under second, what two points? *b* Their value? *c* What should always be done?

15. *a* Relation of third to first? *b* Its necessity? *c* Effect of its observance?

16. *a* Fourth term borrowed from what? *b* Its object?

17. *a* Importance of fifth point? *b* Best time for it? *c* Why? *d* Common methods? *e* Errors to be avoided with reasons? *f* Points to be observed? *g* Give four elements in The Teacher's Problem. *h* Where should they be solved?

CHICAGO NOTES.

My Dear Journal:

It is rare indeed that three successive weeks bring to the teachers of Chicago and Cook county three addresses of such sterling worth as were those presented on the last three Saturdays.

First in order came Prin. Homer Bevans, of the La Salle school, who read the same paper that he presented to the State Association His address was the best we have had this school year before the city principals It was thoughtful. well arranged, and expressed in forcible language. If there were a little fire, or something dramatic, along with Mr. Bevans' clear head, his addresses would be doubled or trebled in effectiveness. Prizes and "rank one" received a scathing denunciation—something they have long needed in this city.

An unusually interesting discussion followed the paper. It was opened by Prin. Merriman, of the Hughes, in a somewhat extended speech. He claimed that the sentiments of the paper were just what he had been preaching for twenty years. This is a favorite hallucination of Mr. Merriman, whenever anything of special excellence comes before the association. He usually alternates with the rest of the principals when he is present at discussions, but in this instance, through the management of the President, he spoke only three times.

Principal Slocum, of the South Division High School, did not see why rivalry was not just as commendable among boys and girls in study as it is among men in business and professions, and on this theme he made a very dignified and gentlemanly speech, which Mr. Bevans afterwards utterly demolished in one or two remarkably well-turned sentences.

Mrs. Young, of the Skinner, seemed to wish to draw the discussion away from the question at issue, and said that she considered the crying evil of the public schools of the present day to be the great number of pupils im-

posed upon each teacher, Mrs. Young always commands the attention of the audience.

Mr. Bright, of the Douglas, thoroughly agreed with Mrs Young as to the great number of pupils, and said that no teacher could properly instruct sixty children. He, however, brought the discussion back to the issue presented by the paper, and denounced, in unmeasured terms, the Foster medals every year given to "rank one" of the eighth grade classes. Mr. Bright doubtless means well, but he is too opinionated to be a good debater. Still, this is a rather common fault of teachers of his sex.

Mr. Kirk heartily agreed with the opinions expressed by Mr. Bright (rarely the case), and he made a very telling three-minute speech. He is the readiest off-hand speaker among the principals, and there is none who writes a better paper.

Principal Loomis, of the Wells, referring to one of Mr. Kirk's remarks, said that *he* did not know what was meant by *seventy* or *eighty* per cent., but when it came down to *twenty* or *thirty* he was perfectly at home.

Nobody could hear the remarks of Miss Gould, of the Vedder street, and it was a pity, because she is noted for good common sense.

Miss Barnard, of the Jones, made a little plea for Foster medals, "rank one," and ranking in general, and thought our progress was due to them. Miss Barnard is a little old-fashioned, but everybody loves and respects her. She has taught for nearly forty years in the Chicago schools, and has been an angel of mercy and goodness to the denizens of the Jones school district.

Principal Wood, of the Brown, closed the discussion by asking plaintively if those who propose to take away ranking and prizes, would not tell what teachers *are* to do. For his part he did not see how schools were to be conducted. Poor man!

The following Saturday, Dr. Hewett appeared before the County Association. When he had finished all agreed that a man *might have* something to say on psychology, and all wondered why nobody but the good Doctor had found out what it is—at least has had it to say hereabouts. Dr. Hewett presented ten propositions or theses, and enlarged upon each as far as time would permit. His propositions were stated with great force, and, *of course*, in language that all could comprehend, and at times he waxed eloquent. The Doctor's clear, ringing voice and faultless articulation greatly enhanced a really masterly effort. The address occupied the time usually allotted to discussion. Come again, Dr. Hewett; every teacher who heard you says so.

Dr. Sarah Hackett Stevenson was announced to speak before the Institute of Education on "Pathology and Treatment of Immorality." The Institute of Education is a somewhat select and exclusive body of educators, among whom we lesser lights feel some hesitancy about going. I regret being obliged to report the meeting at second-hand. Much to the disappointment of those assembled, the title of the lecture was changed to "The Researches of Darwin," but all were delighted with the very able paper which was read on that subject. Dr. Stevenson is one of the most gifted women in Chicago. She is also a woman of remarkable attainments, and she has proved that a woman may become a successful physician. It was the press of her professional duties that prevented her finishing her lecture on the subject announced.

There was little discussion after the paper, for obvious reasons. Dr. Burroughs spoke of the reverent spirit of Darwin, as being among his most prominent characteristics.

Mr. John Burn entered a plea for greater charity and liberality in viewing and discussing questions presented by the contemplation of such a man as Darwin. Mr. Burn spoke remarkably well, but claimed that he labored under a disadvantage on account of the false light in which he had been placed by an article in a prominent educational journal. If he referred to certain remarks in my last letter, I can only say that they gave the impressions produced in the meetings mentioned, as they were reported to me. If any false impression was conveyed, I am heartily sorry. John Burn is considered to be one of the best school-men in this county, and he is doing a really noble work in the Fallon school, as I can testify from observation. Nobody has for him and his work a more profound regard than has

Yours truly,

X. Y. Z.

OBSERVER'S LETTER.

[Continued from January number.]

Mr. W. L. Steele, before taking charge of the Galesburg schools, had established his system of examinations in the country schools on a solid basis. His successor in the county superintendency, Mr. Geo. W. Oldfather, has taken up the work exactly where it was dropped. From the present indications, it may reasonably be expected that the high standard of county supervision which has been maintained in Knox county for the past ten years or more will not be allowed to decline.

Speaking of spelling, the Gem City Business College, at Quincy, Ill., is sound on that subject. A graduate of an eastern college recently "got his grades" at that institution, in all branches but orthography, at the end of seven months. He then spent a whole month longer, studying eight hours a day, before he succeeded in reaching the required grade in this branch and getting his diploma. What next?

The Webster school building at Quincy presents some features which were new to me. One of the first things to attract the eye of a visitor is a large covered porch. I am told that the architect was sharply criticized by those who viewed the building simply as a work of art, for making this addition so large, but the teachers are loud in its praise. On a rainy morning I have seen enough pupils to make a good sized school of themselves, gathered under this friendly cover, waiting for the ringing of the bell. Viewed from the artistic standpoint the porch is defensible, for its broad gable is in harmony with the great, spreading roof above. This is a three-story building. A number of rooms are left unfinished, awaiting the natural growth of the school. The heating is effected by steam, the apparatus being of the pattern manufactured at Kewanee, Ill. I was very much pleased with some of the attachments. The janitor tells me that he is not obliged to pump into the boiler more than a pailful of water a day. The engine is self-regulating, and requires no attention during school hours. The ventilation is unlike anything I have seen elsewhere. Upright steam radiators are placed in the rooms, next to the outer wall. Immediately back of each is an opening through which air is admitted direct from the outer world. These openings are regulated by common registers. Opposite each, on the outside of the building, is placed an upright sheet of galvanized iron, fixed to an iron rod at its outer edge, and swinging free at inner edge, in the aperture just mentioned. This plate swings from side to side with the changes in direction of the wind, and thus always directs a current into the room. The wainscoating of the rooms is composed of horizontal strips matched somewhat like the heavy "siding" now coming into use. The joints are not tight, however, and serve as air-vents. Back of the wainscoating is a hollow chamber leading to an air-flue in the chimney. By this arrangement the foul air is collected from all sides of the room, and a perceptible draught at a single exhaust is avoided. The janitor is enthusiastic in praise of the arrangement. Each room has long, narrow cloak-rooms of the sort now in general favor, running parallel with the side of the room, with a door at one end opening into the hall, and another at the other end opening into the room. Here the boys of each room have one of these cloak rooms to themselves, and the girls another, running alongside of that devoted to the boys.

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PEDAGOGY.

BY E C. HEWETT.

I want to explain to you why, in my own inion, this word, *pedagogy*, awkward in und and appearance, and hated of some, is good word—one that we cannot well spare. is a notative term; that is, a term that in elf signifies the thing for which it stands. aced to its etymology, the word means the ding of children. To be sure, a pedagogue old Greece was a humble person, usually a ve, who literally led the boys to school, to ir sports, etc. And, in modern times, the rd has been used to signify a teacher of an erior kind, like Squeers or Ichabod Crane. t we have no other single word that will er the whole matter of the leading of ldren; and we need just such a word. The wers of children, physical, intellectual, and ral, are in the germ, and must be led out to turity. The fountains of knowledge, in na- e and books, are available in their best sense ly to a child who is properly led to them. e path of the young is environed with traps d pitfalls, and in order to secure his safe ival at the goal of maturity he requires, at ry step, a leading and a guiding hand. w, as I use the word pedagogy, it signifies this leading, in all its phases. It does not, refore, signify the work of the school alone, pre-eminently the work of the family, as ll; nor is the church, or state, or society, hout its part in it.

As has been said already, no other word ers all this ground. Education, if we uld take it in its full broad sense might do; on the one hand, education in its widest se does not cease when maturity is reached, as pedagogy properly does. Education, therefore, is too broad a word when regarded in this way. But, on the other hand, in the minds of many, education is nearly or quite synonymous with teaching or instruction, and, so regarded, it is much too narrow. We need a word which shall signify the proper theory and the right practice of taking the babe, and leading him, physically, intellectually, and morally, fully up to worthy maturity; when he may be properly invested with all the dignity and the responsibility of guiding his own affairs. I know of no better word than pedagogy; and I mean by the word just what I have now sketched.

PEDAGOGY AS A SCIENCE.

I. What now must pedagogy include? Proficiency in the science and art that we call by this name must embrace what in its field?

First, it involves a knowledge of child nature. Perhaps it is better to say that one versed in pedagogy should have a full and correct notion of human nature, both in its ideal aspect,—that is, as it ought to be, and in its real aspect, that is,—as we find it among human beings that we meet day by day. But we need to go a step further; it is not enough for pedagogy to be conversant with the general traits of human nature in its mature stage, both as they are and as they ought to be; it must know, also, these traits in their embryonic and germinal state, and must know the steps by which they pass, little by little, into the mature state.

The human being is a complex unit. He has a body, an intellect, a heart and a will. Nor must we regard the relation between these parts as one of addition merely. For convenience, we may study each part separately;

but the connection between them is so deep and intimate—they so permeate and depend on one another—that they ever blend indissolubly in their action. The human being is a unit, complex though it be, and not an assemblage of units.

Again, pedagogy must comprehend the relations of knowledge, both in its value as a thing of use in the affairs of daily life, and as a pabulum for the promotion of growth,—it must comprehend the relations of this knowledge to the happiness, the efficiency, and the growth, of the human being as he is found in the concrete. In order to do this, two things are necessary: 1st, the leader, the pedagogue, must be master of the knowledge he is to impart, for he cannot give, nor lead another wisely in obtaining, what he does not himself possess. 2d, he must be able, out of the mass of knowledge that may be imparted, to select wisely that which is best suited both for use and for growth; and, in order to do this, he must be able to judge rightly of the pupils' present stage of advancement both in acquisitions and in power, that he may observe the right order in his selection.

Pedagogy must be acquainted with those processes by which the mind acquires knowledge, digests it, stores it up for use, and becomes stronger in all its powers and faculties by so doing. And lastly, pedagogy must be aware of the dangers and sources of error and mistake that beset the neophyte at every stage; and be familiar with the processes by which dangers may be averted, or by which such mistakes may be repaired so far as repair is possible.

Hence, to sum up, pedagogy must include a knowledge of human nature both in its unity and in its complexity, in its real and in its ideal, character, and in its mature, and in its formative, steps; it must include the knowledge that is to be acquired, its purposes and its use: an understanding of the processes of the proper presentation of that knowledge, as well as the process of acquisition and of subsequent use; and it must take into account a knowledge of the dangers and mistakes that beset the way, and the methods of prevention and remedy.

Now, the question arises, from what sources is the student of pedagogy to gain all this? As I look at it, the sources are two and two only, viz: Observation and Books; or, as in other science, one should learn both by himself and through others; he should supplement what he can gain for himself, by attending to the recorded results of what others have gained in the same field.

THERE ARE FOUR FIELDS

of observation for the student of pedagogy. The first is himself; he is one of the complex units of humanity, who may be taken safely as a type of all, in all the general characteristics of the human being—of course, it needs that he be very careful not to mistake something in himself which is peculiar and individual, for a general characteristic. He must look to the second field of study for correction in this regard. In his self-study he must seek to know himself accurately as he now is, and in relation to his body, his intellect, his emotional nature and his will; but, more than this, by the aid of memory and reflection, he must know himself in these particulars as he was at the earliest period of life to which memory reaches; and he must know the steps of the road that led him from that to the present.

The other mature human beings whom he knows must comprise the second field of observation, and, by careful study here, he will learn to distinguish what is common to human beings in general, from what is peculiar to himself as an individual of the human race.

The third field of observation is more important, perhaps, than any other. It is that of child-nature, as shown in the specimens that come under his observation. Here, and here only, by careful study, will he learn to discriminate between the characteristics of human beings as they appear in the mature specimen, and the same characteristics as they appear at the formative period—the period with which he has to do. Some of the gravest mistakes in our processes of education arise from a failure to mark the distinction between human nature in the adult and human nature in the child.

It is fair to admit that some gifted and acute teachers have become very wise in the knowledge of human nature, both in the adult and in the child, without ever having set themselves purposely and systematically to the study, at all. They are your "born"

teachers and learners, those who are said to have a

TACT OR A "KNACK"

for the business, those who can often do a thing admirably, but are utterly unable to tell you why or how they do it. They have caught the art to a good degree, but have not the science. Such persons have appeared in every age; but their number is not great.

Fourthly, by wise observation, the teacher can gain much of the knowledge that he is to impart, at *first hand*. This will be more valuable than the same knowledge gained from others, through books or in other ways, in that it will be more vivid and life-like in his own mind; and, as a consequence, he will impart it to the learner in such a way as to awaken in him a deeper interest.

II. From books, also, the student of pedagogy can gain information in *all* these four departments of inquiry that we have named, as belonging to his personal field of observation. But the books that will possess special professional interest for him will fall into two classes, viz: those treating of Psychology and those giving and illustrating the principles and methods of instruction and training. Works on Psychology are abundant; many are very ancient and many are very modern.

THE PROBLEMS OF THE HUMAN MIND

have challenged the attention of thinking men from the earliest ages. Not a few of them were vigorously studied by Aristotle and the other philosophers of ancient Greece; and many of the conclusions to which they arrived are so sound that they can safely be trusted now. But in one feature, modern psychology is far in advance of the ancients—while much still remains to be learned in the same direction—I mean the teaching of the intimate and vital connection between mind and body—in other words, in the study of psychology as pertaining to the whole man, and not as being confined to a part of him only. Although I must think some of our modern lights in this field of inquiry, notably Bain and others like him, have run to the other extreme of giving undue prominence to the physical side, insomuch that it seems to be nearly or quite the all-in-all, with no place for the unseen and supersensible.

ONE GREAT DIFFICULTY

confronting the young student of psychology is found in the fact that so many of the ablest writers are at war with each other on important and unimportant questions of mental science; and, furthermore, that their nomenclature is so varied and conflicting that they often seem to agree when they wholly differ, and sometimes their apparent differences are not differences respecting things at all, but are about names only.

It is greatly to be desired that some master mind would give us the settled facts of mind in a style so simple, and in a terminology so well chosen, that the tyro might not only understand clearly what they mean, but might also be furnished with a key to the correct understanding of the able works which discuss the more difficult problems of the science.

Nearly all books that treat of the principles and methods of teaching and training are modern; and of late they have multiplied rapidly. Many of these are excellent; but it is to be feared that their readers too often catch only at the methods set forth, and propose to imitate them without any due appreciation of the underlying, changeless principles that give such methods all their value. In fact, the popular demand seems to be for something that will "tell us how to do it," with little or no care to learn any reason *why* it is done thus and so. And many of our writers seem to have had no motive except to meet this unreasonable and foolish demand. We forget all too often, that the mere *imitator* can never become an *educator*.

III. We have seen that the field of Pedagogy is a broad one; that its work is by no means confined to the school room. But, for us as school teachers, we need to be especially careful in respect to the uses and bearings of the subject on the business of the school. Now, I maintain that the *chief* work of the schools is, must be, and ought to be, the acquisition of knowledge. This, not as an end in itself, not apart from its relation to the other departments of Pedagogy; but as that particular part of pedagogical development which it is the special function of the school to forward, and to forward in such a way that it shall be in harmony with, and shall promote, that

right development in all things which Pedagogy includes.

Now, it has been truly said that, in order for the most successful instruction, the instructor must know *first*, the knowledge which he is to impart; *second*, the nature of the being to whom it is to be imparted; and, *third*, the proper methods of bringing pupils and knowledge together in such ways as shall lead to the most fruitful and happy results. It follows that the teacher's knowledge of subjects in which he is to instruct needs to be of a different sort from that necessary merely for the use of such knowledge in the practical affairs of life. The knowledge of arithmetic necessary to make an exact and rapid accountant is not just the same as the knowledge of that subject necessary to the successful teacher. The knowledge of geography essential to the successful teacher of that subject, is not just the same as that necessary to enable one to travel easily and profitably, or to conduct successfully the operations of agriculture or of commerce. And so on with other subjects; an appreciation of unifying principles, and of the philosophical relations of the parts of a body of knowledge of any kind, is necessary to him who would teach that subject well; but it may be dispensed with, in part or entirely, without making what is known useless in the practical affairs of life. But, as the most complete knowledge of music will not make a successful musician of one who knows nothing of the instrument on which he is to play, or the most perfect acquaintance with medicine is not likely to make a successful physician of one unacquainted with human anatomy and physiology, so a most thorough mastery of the subjects to be taught will not make a good instructor of one who does not understand the beings he is to teach—who is ignorant of the material upon which he is to work. And this knowledge of the pupil must extend to his peculiarities and idiosyncrasies, to those points in which he differs from his fellows, as well as to those characteristics which are generic.

It is one of the most mischievous vagaries of our time to seek for a set of "best methods" of doing the teacher's work. And yet the subject of method is of prime importance. The outcome to be desired is not the acquisition of a body of methods to be blindly followed in all cases, like the use of the quack's panacea; but such a command of principles, such a thorough acquaintance with the subjects to be taught, such a knowledge of his pupils and of himself, and such a familiarity with the ways of master workmen as shall enable the teacher to devise quickly and skillfully the method best suited to the case in hand, and most in harmony with the personality both of his pupils and of himself.

Briefly, then, we may say that

SUCCESSFUL INSTRUCTION

must depend upon the teacher's knowledge of the matter to be presented, of the pupil to be taught, or of the material to be wrought upon, and of the method of bringing the two together so as to give fruitful results. Let us add to these three—matter, material and method—*management*; meaning by that, knowledge and skill in so arranging and controlling the order, the programme, and the mechanical processes in general, of the school, as to remove, as far as may be, all hindrances, and to promote the successful outcome of the teacher's enterprise. It must never be forgotten, however, that management is never to be made an end, but must always be regarded as a means. For instance, order is good in so far as it helps to realize the true purpose of the school; in itself, it is a vain show. And that order is best that best serves its purpose,—a point sadly befogged, in the minds of many teachers.

IV. I have thus tried to state, as well as I could in the brief space that I must occupy, what Pedagogy is, what it includes, and what are the sources from which a knowledge of the subject can be obtained. But, not a few men of prominence are ready to say that there is no such thing as a science of Pedagogy. And I think we must all admit that, when we use the word science in this connection, its limits are not so sharp and clearly defined as they are when we speak of science in some other connections.

Again, there are those who claim that such a science may be in process of development, but they admit that at present it is in an inchoate condition. Perhaps to this we shall all agree.

But, I think it is very clear that some of its principles are thoroughly enough settled to be

formulated and followed; and that they can be stated in such terms as to agree substantially with the teaching of all the most thoughtful observers and writers upon the subject. And you will allow me, during the remainder of my time, to state a few of these principles:

1. The child must be under *authority*,—both as to knowledge and as to behavior.

2. Nothing exists for the child, physically, intellectually, morally, except as he appropriates it by his *self-activity*.

3. The indispensable prerequisite and attendant of all valuable activity is *attention*.

4. All mental activity begins in *sense-perception*; and all our knowledge in its crude form is given us by our senses.

It is claimed by most philosophers, rightly, I think, that we have intuitive knowledge of certain fundamental ideas and necessary, self-evident truths, but we never have even this knowledge till our senses give the *occasion* for it. Sense is the occasion of this kind of knowledge, if not its source. It is highly probable that a human being, deprived of all the avenues of sense, would have neither mental activity, nor knowledge of any kind.

5. *Conception*, in the three forms of memory, imagination and construction, takes the material that sense has given, reproduces it, modifies it, re-combines it, and thus furnishes the material with which reflection, or the true thinking activity, deals.

6. Our intellectual and moral powers are susceptible of *growth*, that is, of increase in strength and skill, very much in the same way that our physical powers are. But all growth demands *time* in proportion to its extent and nobleness.

7. Knowledge is the *nutriment* of the mind much as food is of the body. The analogy is very close.

8. We have made nothing thoroughly our own till it has become instinctive to us, till it has assumed the form of *habit*.

9. The *will*, including choice and volition, is the regal power; it determines one's character and his force and value. The will is capable of training and of taking on habits.

10. When a true maturity is reached, when the powers have been developed, when a reasonable store of knowledge has been acquired and assimilated, when one has learned to use his will in conformity to the right,—the true law—he has attained to *self-conscious freedom*, and pedagogy has no further concern with him. His education, however, is not "finished;" he is just ready for the best part of his education. But, it must now be self-directed; it should no longer be of the pedagogic type.

In conclusion: Just as there is a special body of knowledge which every regularly trained physician must master, just as there is another body of knowledge for the lawyer, and so for the clergyman, etc., so if there ever shall be a profession of teaching, there is a special body of knowledge for the members of that profession to master; that knowledge is pedagogy. It has several departments and is gained from various sources; but it is a cheering fact that the particular source which seems to be receiving special attention just now is the study of child-nature.

The professional teacher will ever be earnest in the pursuit of professional knowledge, in all possible ways. But, he will be a very unwise person if he stops with this. He will seek not only to be the best possible teacher, but he will aim to be a man among men. For this purpose, he will be earnest to increase his store of practical and general knowledge, also. For, however grand it may be to be a teacher thoroughly prepared and furnished for his profession, it is a nobler thing to be a man. The man is more than any calling or any profession.

READING.

II.

CLASS EXERCISE.

See to position of head, body, feet, and arms. Reading being largely a muscular exercise, demands a position in which the muscles used can have their largest freedom. For the same reason give breathing exercises which shall call the lungs to their fullest capacity. It is disagreeable to an auditor to hear pupils catch their breath in reading or in speaking. Allow no standing on one foot, no leaning over desks or chairs, no sprawling of body, limb, or voice. Make the exercise

sprightly and energetic, so that no time will be found for sprawling or lounging. Drive till the work is done; then quit. Be sure not to have the class stand till its members are weary. Change the exercise as soon as weariness manifests itself. If large, the class can be divided and the divisions recite alternately. Keep mind and body fresh and vigorous, and the pupil's enthusiasm at white-heat. Impressions under such surroundings will be lasting, and not needed to be made a second time. It is more graceful to hold the book in the left hand, and, save in exceptional cases, about twelve or fifteen inches from the eyes. Never permit it to be held so as to hide the face as a matter of gentility and discipline. As a rule do not have two pupils use a book in common.

VOCAL EXPRESSION.

Look after enunciation, that it be distinct; after the pupil's conception of ideas, that they be clear and true; after the delivery, that it be pleasant and fluent. How these may be secured has already been indicated. It is hoped that each member of the class will be trained to change the emphasis from any word of a sentence to any other word of the sentence at the request of the teacher; to vary the inflection from falling to rising, or to circumflex; to read at different rates and with different volumes; to define the various terms used, such as reading, emphasis, inflection, pitch, sentence.

No rhetorical symbol and no grammatical sign are to be passed unexplained and not understood. This applies to diacritical marks, terminal and quotation marks, kinds of type, and the like. Besides being of value in themselves, these little things train pupils to observe and to discriminate.

MORALS.

As much of our culture, our knowledge of right and wrong, of what is proper and improper, comes from our reading, it is in place, and your duty, to impress upon the minds of your pupils the morals of the lessons, the rights of others, the care of our own property and of that of others, honesty, kindness, neatness, gentility, reverence for the aged and for the Infinite; the desire to emulate that which is good and to deprecate that which is evil. Do not carry such instruction to the extent of arousing parental prejudice, but make it a telling factor in your work.

If your reading classes accomplish what has been outlined, your work in this line will be satisfactory; if they fail in any of the general topics it will be reprehensible, and the more nearly you live to the details the better will all concerned be pleased.

I have given this outline not expecting that all the reading of the room will conform strictly thereto, but to insist that lessons studied for drill purposes be prepared in this way. You can hold classes so closely to a lesson, and so long upon it, as to arouse disgust for the lesson, contempt for the branch, and disrespect towards the teacher. Your own judgment must be your guide, but all the points indicated must receive attention.

SUPPLEMENTARY READING.

The objects of supplementary reading are (1) to render the pupil semi independent of the constant surveillance of the teacher; (2) to increase his vocabulary without the drill necessary in the vulgar exercises; (3) to furnish him opportunities for applying the principles of the art of reading with less formality than in the vulgar exercises; (4) to place before him reading matter, in itself so interesting that, as he advances, the pupil will forget his own imperfections of voice and manner, and be himself in the delivery of what he reads; (5) to enforce, in a pleasant way, the reading habit—a habit which can be cultivated, and which the schools ought to cultivate. "Practice makes perfect." Sufficient practice in reading will make a skillful reader, but the requsite practice may be lessened by a clear enunciation of fundamental principles, and a rigid enforcement of these principles till compliance with them becomes a habit. One can be so trained that every new word to eye or ear will send him to the dictionary; every peculiar construction, to the grammar; every unknown fact, to the reference library. When one has these habits there can be no question as to his mental growth. Make much, then, of supplementary reading. Have pupils read in all their exercises—in arithmetic, in language, in spelling, in penmanship. Prompt them to use their idle moments in looking through some book from the library. We

ve some good books belonging to the school, d more will be purchased as the funds justify. would be a pleasant exercise, and a profitle one, at the end of each month, to take a port of what each pupil has read (outside of hool lessons) during the month. I wish you uld take such a report and send it to me. s far as possible encourage the reading of oks rather than that of papers, but report r both, and be sure to find out whether or t pupils read "Nickel Libraries."

MEMORY GEMS.

Induce pupils to memorize little extracts of oice literature, and have the selections thus mmitted repeated at stated intervals. It longs to reading to prompt the desire to ake the best thoughts of others our own ental property, and to foster this desire. he earlier this is done, and the more it is cul-ated, the better for pupil and for school. A asing device is to call the roll by proverbs; is may be carried to verses of Scripture, nzas, paragraphs, maxims, etc. Every idle minutes you may have during school urs may enable you to teach each of fifty pils four lines of choice literature. A hint the wise is sufficient. Keep a copy of the lections memorized, for which I'll furnish a te-book, if desired. Such a book would be tertaining now, and suggestive in the future.

SUGGESTIONS.

1. Adhere to the old maxims: From the own to the unknown; from things to words; m the concrete to the abstract.

2. Be sure the influences of the lessons do t end with the dismissal of the class.

3. Know what you desire to accomplish th each lesson before you assign it, and ponr the methods of assigning. Such knowlge will give you certainty and decision.

4. Have pupils open their mouths freely. ere can be no good reading with teeth and half closed. This does not license boisousness of voice or manner.

5. As a rule you are not to read before the s to have pupils imitate you. The child st read for himself, and learn to do so. re are lines where it is proper, perhaps essary, to have pupils imitate your read-. It is no easy task to determine when or re imitation should cease and individuality in. Of course individual sounds, the pronunciation of words, kinds of inflections, and so on, come by imitation, but thought springs from mental activity. The teacher can arouse thought and guide it, but he cannot create it.

6. It is well at times to study the lesson with the class. A part of the regular time may be taken for this exercise, or it may be provided for specially. The object is to train pupils into ready and good methods of study, and may be used to call attention to certain modes and lines of thought.

7. Treasure mispronounced words and make lists of them for drill purposes. Pointing out a fault or error does not correct it.

8. Do not suffer pupils to prolong the articles in reading: a book is a book; the man is the man; the old man is the old man.

9. Pupils ought to read so that a visitor may hear every word spoken, and understand every thought uttered. Do not depend on the book for your knowledge of what pupils read. Hold pupils responsible.

10. Concert exercises are valuable only in securing uniformity of speech, pitch, etc.

11. Avoid corrections while a pupil is reading. Class criticism is commendable, and to be encouraged, but is to be made after the pupil has finished. Otherwise it is discourteous and disconcerting. Do not permit such criticisms to become petty and spiteful.

12. Headmarks, completing the circle, and the like, are laudable incentives, if honestly earned. Make records of these, and put the records in conspicuous places in the room.

13. Choosing sides, as an occasional variation, will add zeal and vivacity.

14. Do not vary the exercises because of visitors, except by request.

Even long after a child can read, it is unable to extract much information from books. —*Bain.* Why?

A taste for good reading will last for life; will be available every day and almost every hour, and will grow by what it feeds on; will so occupy the time of the young as to rob temptation of half its power, by stealing more than half of its opportunities; and will be a refuge and a solace in adversity.—*Newell.*

The essential requisites of good reading are perfect mastery of pronunciation, and the power of seizing instantaneously the true spirit of the author.—*Marcel.*

ESSENTIAL QUALITIES OF GOOD JUVENILE LITERATURE.

BY HENRY D. HATCH, MOLINE, ILLINOIS

Childhood finds small place in the early history of the English people. This is not strange; for, under a monarchial form of government, when knowledge and power were centered in the king and his court, the story of a nation was largely the story of its king, and the importance of the man left the child forgotten.

Glancing down the stream of English literature—with the exception of occasional glimpses which appear in Chaucer, Spencer, Shakespeare, and Milton—Mr. Scudder shows that childhood scarcely found entrance therein until the time of the French Revolution. While the pens of Gray, Goldsmith, and Cowper seem to have been the heralds to proclaim the child's birthright in the realm of letters, it remained for Wordsworth, DeQuincy, and Dickens to firmly establish a title which was to command such an imposing heritage in the present day.

It was necessary that childhood should have found its place in the classic literature of our language long before the development of a distinctively juvenile field of letters. The Puritanic cast of mind which characterized the age of Milton was little calculated to nurture an intimacy with the true inbeing of child-life. Early maturity and accountability were the chief concerns of that time.

Gleams of a true sympathy with childhood are to be seen in the lines of Gray, when he says:

"No children run to lisp their sire's return,
Or climb his knee the evening kiss to share."

The same spirit is with Goldsmith when he writes:

"E'en children follow with endearing wile,
And pluck his gown to share the good man's smile."

What an insight into the warm affections of child-nature does Cowper present in that filial poem of his, entitled, "Lines on the Receipt of my Mother's Picture!"

Gladly would we follow with Mr. Scudder the development of childhood's place in our general literature, until there is evolved, thro' broadened sympathies, a purely juvenile literature of no meager proportions; but, however pleasing such a digression would be, we mu content ourselves with a hasty view of that li erature as it now is and as it should be.

Any discussion of the points desirable to b found in a given literature must rest primaril upon a consideration of the end which i seeks to attain; but to assume any aim whic may properly be considered the true purpo of all literature, is exceedingly difficult. A all literature is mental food of varying nutri tive qualities, any analysis of the proper aim letters must involve such a knowledge of life' philosophy as is to be discovered only fro the largest experience with men. Yet ther are certain elements which seem common t all rational living. Chief among these is th basis of personality.

That which makes the real man, howeve he may be regarded among his associates, i the ideal which actuates him. Each has a re self, the offspring of heredity and post-nat environment, and an ideal self with which h ever seeks to harmonize the real. The deve opment of these two selves is effected to greater or less degree by a third self, which the public estimate of their combined produc The character is the creature of the individual ideal—be that what it may. He never ris above it, but ever falls below in the degr that thoughts are more plastic than matter. then appears that whatever produces an effe upon the individual's ideal, produces a corre ponding effect upon his character.

Bearing these thoughts in mind as touchi the object of all proper mental food, it seem fitting to judge all literature by the purpo which it subserves in man's development, ta ing it for granted that in a typical growth t physical, mental, and moral nature shou each receive its full measure of culture.

Literature, be it poetry, history, or fictio rests primarily upon observation. The imag ation produces nothing of which the elemen have not been previously observed. The m delicate shades and tints of Fancy's brush e arise from a recombining of Fact's prism colors. The human mind finds its chief c ditions of normal growth in personal obser tion, and in the observations of others. Th the child, and his development, the ad may have ever before him a high and invit ideal, it is extremely fitting that in both th

ines the proper food for worthy mind growth e afforded.

Assuming, then, that the normal end of man s a complete development of all his powers hrough proper stages of progress, and that iterature is open to criticism upon a basis of he degree in which this evolution is fostered, t remains to consider the literature of child- ood in particular, remembering, however, hat as men are but children of a larger growth, uch which applies to juvenile letters is of qual force when applied to the reading of dults.

The apparent essentials of juvenile literature ave grouped themselves very naturally under he four following sub-topics, of which only the arest outlines are possible within the limit of his paper:

1. Juvenile literature should command the espectful interest of children.

2. It should keep pace with the child's men- al growth.

3. It should lead to the highest ideals of ife.

4. It should lead to an appreciation of, and taste for, the best adult literature.

Interest in an object is of prime importance o its success. The interest may be either im- ediate or conditioned. It may arise from the irect pursuit of an object because of its in- rinsic interest, or it may be conditioned upon n end to be reached through means uninvit- ng in themselves. The interest of a child's eading must be immediate. He is little gov- rned by the motive which confirms adults in he belief that it is always safe to admire hakespeare, Dickens, and Scott; everybody nows that they are standard, and one is rea- onably sure of evidencing good taste who roclaims them as favorites. It is the intrinsic nterest of a book which makes a child love or ate it, and not any feeling of consequent sat- faction to follow an avowed admiration for his or that popular book of the day, which ay be scarcely mentioned next year, but hich sometimes requires no small fortitude pon the part of an adult to say, "I have not ead, and, what is more, I do not intend to ead it." The innocent honesty of childhood es no reason for professing untruths.

The child may be compelled to read that hich is uninteresting, but such compulsion is inflicted at great peril. Its effect is most patent in the too common dislike of school children for historical and geographical reading as a result of the uninteresting manner in which these subjects are presented in their text-books.

The imperative demand for interest in the reading of children is forcibly illustrated by a conversation accredited to an English clergyman and a play-actor. "Why is it," asked the clergyman, "that you, who represent what everybody knows to be false, obtain more attention than we who deal with the most momentous realities?" "It is," said the actor, "because you represent the truth so that it seems like fiction, while we depict fiction in such a manner that it has the effect of truth."

If a child read anything voluntarily, he will read what interests him; and how fortunate is he whose early surroundings are such that he readily chooses from the good and uplifting rather than from the bad and degrading! But, that the influence of his reading be healthful, it is not enough that he be simply interested. His interest must be respectful. It is by no means sufficient that the purpose of a book be good, and its method interesting. It must command respect. The child soon learns that certain well-known "goody stories" are out of all harmony with anything in his experience; and, from very contrast with his daily life, their influence may be almost as unfortunate as if their matter were positively bad. There is a very common antagonism developed in contact with extremes.

Rejecting, then, those pictures of childhood which are so far from its experience that they produce a revolting effect, even while they interest, it remains to seek more carefully the proper nature of the literature of children.

II. Juvenile literature should keep pace with the child's mental growth.

"When I was a child," said Paul, "I spake as a child, I felt as a child, I thought as a child; but now that I am become a man I have put away childish things." How completely many writers for children have seemingly put away childish things! How little sympathy they show for the speech, the thoughts, or the feelings of childhood! Many of their attempts remind one of Goldsmith's witty thrust at Dr. Johnson's style, when he says, "If you were to write a fable about little

fishes, doctor, you would make the little fishes talk like whales."

All hail the day when the doctrine of development actuates the efforts of every trainer of youth.

From the "jingles" learned by the child at his mother's knee to the most abstruse subjects which form the reading of his adult life, his literature should keep pace with the stages of his mental evolution. In his choice of reading, the child should be governed largely by a process of natural selection. Like the man of which he is father, he is often best taught when you seem to teach him not. The wise and watchful director will learn, by constant observation, to judge much of the proper sequence of subjects, and may do much to assist and encourage fitting selections; but he should ever bear in mind that the true taste for the good must be from within outwards, and that his chief concern is in fostering the native goodness of the child by surrounding him with the proper environment for his growth. In this the teacher will soon learn to await the time when he may justly express his surprise at "so young a body with so old a head," and not strive to recapitate every youth with whom he comes in contact. But, running through all the stages of juvenile growth, there moves before the real the ideal life.

III. Juvenile literature should lead to the highest ideals of life.

What are the prevailing ideals of much of the popular juvenile literature of to-day? Is it not true that the spirit of precocity prevails in a large degree? Some one has suggested, as a sixteenth amendment to the Constitution, that "the rights and caprices of the children of the United States shall not be denied or abridged on account of age, sex, or previous condition of tutelage." And at a time when the grandparents of the present day recall, in their second childhood, the vivid memories of the first, which was passed in an "age of obedient children," while they witness the present "age of obedient parents," which surrounds them, it seems extremely proper that all those agencies be fully considered which find their completed product in the Young Americanism of our time.

Seriously considering this tendency of our national life, and seeking its cause, one finds much which seems convincing in the character of the juvenile literature which has flooded our book markets within the last few years. * * * This literature has peopled an ideal world with little else than childhood. We see boys and girls carrying forward to successful issue the greatest variety of business enterprises, which have involved their elders in all sorts of perplexities. Here and there, to be sure, occasional glimpses are to be had of the adult element, but rather as a background of physical necessity than as possessed of any directing power in the development of the all-important and all-controlling child-life.

The effects of this idealism of precocity are not to be treated as trifles of no concernment. They are seen in every rank of life, from the street gamin who vends a city's papers, to the senator who is reported in them. The former seems to have known little of that youth which his features would imply, and the latter little of that age which named the deliberative body of which he is a member.

Nor is this precocity confined to the sterner sex. The effect of society's dissipations are too patent to need comment. Scarce out of her teens does many a Miss find the bloom of her life already blighted.

Is it not possible to present the varying activities of child-life in more intimate and healthful relations to their elders? It does not seem possible that the homes of our land are wanting in many happy models for a literature which takes due account of the child's individuality, while it impresses the respect due to properly constituted authority.

Among all American writers Mr. Scudder places Hawthorne in the first rank of authors for childhood. He is interesting. He loved and sympathized with his own children to a degree that fitted him for speaking, thinking, and feeling with children; hence he was able to adapt his writings to them. There is a purity of thinking in his writings for children which makes their idealism inspiring. His diction is so choice that it ranks him among the classic authors of English prose, from whose well-nigh inexhaustible fountains the maturing child should learn to quench his growing thirst.

IV. Juvenile literature should lead to an appreciation of, and a taste for, the best adult literature.

The memory of many will recall a childhood when there were to be had few books especially for children, and these not of a highly interesting order. It was often necessary to find what interest was possible in the reading addressed to adult minds, or to do no reading whatever. Reading habits so formed have been among the most valuable, and have been the means of fostering many a life-long delight in standard authors. In view of these facts, and considering the flood tide of juvenile books constantly publishing which seem little adapted to the elevation of the child's taste to an appreciation of the classics of our language, might it not be well to spend much time making judicious selections from our standard authors, of such portions of their works as are within the comprehension of children? The young may find much interest in listening to the reading of what they would have considerable difficulty, and proportionate lack of interest, in reading themselves; but once started, they are led on by an irresistible impulse. Such a course would prove fruitful of results in marked contrast to the lives of those who spend their youthful days in reading a certain class of perverting prints the presence of which we are loth to account for on the newscounters of many respectable merchants.

In conclusion, it is hoped that this paper may have brought home the importance of child-reading with renewed force to the mind of some mother, some father, or some teacher; and that it may have been the means of directing the attention of all who have the least influence over the reading of childhood, to a more careful consideration of a few of the essential qualities of good juvenile literature.

LANGUAGE.

BY SOPHY G. KENYON.

II.

The use of A and An. The children cannot do the work previously outlined in language without having had their attention drawn to the fact that many words must be preceded by *an* instead of *a*; and it is not to introduce the subject that this lesson is given, but to treat of it more fully than can be done in the reading lessons, in order that, by grouping the words, the children may become more familiar with the use of *an*. They might be *told* every day for a month that *an* is used before words beginning with a vowel sound; and on the twentieth day would, in all probability, say, "This is a apple." But if *one* sentence a day is *made* during that time, or more sentences during a shorter period, each involving a correct use of the article, I doubt whether an inspection of the work at the end of the month would show many errors of this kind. For the first lesson the children should be allowed, as in the previous one, to handle a variety of objects, and required to make statements about them—first, such as have names beginning with consonants, as "I have a knife;" this is a book;" "Bessie, give me a pencil;" "Willie has a picture in his hand;" "Tom has a marble in his hat." Now, objects and pictures of objects whose names begin with vowels, are used, as "an apple," "inkstand," "orange," "owl," "apron," "ox," "acorn," "organ," "eagle."

Sentences are constructed, and children led to notice that words beginning with *a*, *e*, *i*, *o* and *u* are preceded by *an*. There is no occasion in this and one or two subsequent lessons, for introducing such words as "hour," "herb," "honest," "unit," "ewe," and "useful;" better first exhaust the number of those which indicate, both by appearance and sound, the accompanying article; after this, the others may be shown, and the idea drawn from the class that it is a word beginning with a vowel sound which follows *an*. After forming sentences in which the articles are used separately, others combining them follow; first, only two nouns are used, as "He has a pencil and an inkstand;" "I have an easel and a picture;" "Charlie has a knife and an apple in his hand." Now several nouns may be used, and the comma introduced in the sentence.

Children form the sentence, "A book and an apple and an acorn are on the table." The teacher writes the sentence, then erases the first *and*, substitutes the comma, and tells children that the mark is used instead of the word, as the sentence sounds better with only one *and*. Drill is given until this use of the comma is understood. The form of the sentence may be farther changed by introducing adjectives following the article, as "Is that an iron ring?" "This is a gold ring;" "I saw an

old man;" "This is an open book;" "Here is an empty box." The seat-work for this subject may be: a list of words, before each of which the proper article is to be placed; a similar list, from which sentences containing articles must be constructed. Sentences containing blanks to be filled, like "I bought — apple, — peach and — orange;" "he saw — ant-hill in the garden;" "Santa Claus brought me — desk, — album, — overcoat and — top;" "Did you see — old man and — little girl?" Children may write the names of all the objects they can see and think of, which begin with vowel sounds. Words from the reading lesson may be grouped in two columns.

It is scarcely necessary to say that the previous work in singular and plural forms must be constantly combined with the present drill, as no portion of any branch of study can be independent of that which has preceded it. As "the best laid schemes of mice and men gang aft agley," so the best planned and thoroughly comprehended lesson, if left in some obscure corner of the juvenile memory until called for, will either not respond to the call at all, or will be so unlike the original beautiful design as to be scarcely recognizable. Let us, then, continue to spend all the time at our disposal in preparing each new subject, but never forget to make its prelude a review of the last topic, its conclusion a *review* of its own principal points; and if an interlude finds its way in, let its strain be *review*. With distinct views, and perpetual reviews, the teacher's labor will not be in vain. The next step is the development of the use of *this*, *that*, *these* and *those* in sentences.

The teacher takes several objects from the children, as books, slates, pencils and ribbons, and places them where they are in view of the class. Children are sent to select articles, and while holding them, form such sentences as "This is my slate;" "This is my pencil;" "This is Anna's ribbon." They then point to the objects as they lie on the table, and to others in the room, at the same time making the statements, "That is my seat;" "That is a cube;" "That is a green square." One child holds a red ball and another a blue one. The first is led to say, "This is a red ball and that is a blue one." The other child gives the sentence, "This is a blue ball," etc. Like sentences are constructed by other children—"This is a red apple and that is a green one." By this time the children are prepared to tell that *this* is used in speaking of objects that are near, while *that* is used for those at a distance.

An interesting written exercise may have for its subject the comparison of two objects—fans, for instance; one being held near the class, and the other placed at a little distance from them. The attention of the children is drawn to the size, color, material and ornamentation of the two fans, thus suggesting the following statements: "This is a silk fan and that is a paper one;" "This fan is small and that one is large;" "This fan is red and that one is black;" "This fan has a flower painted on it, and that one has no picture." A few directions and suggestions from the teacher will assist in combining these sentences into one which shall contain all they have said about the two fans—"This is a small, red, silk fan, with a flower painted on it; and that is a large, black, paper one, without any picture."

Such comparisons may be quite exhaustive, thus cultivating habits of close observation and giving instruction in easy descriptions, while the main point of the lesson is still made prominent. For work at the seats, a comparison of this kind may be prepared by furnishing each child with a simple object to be compared with another, which is placed where it can be seen by all. The school-house may be compared with another in the place, or the room with another in the building. Sentences with blanks to be filled by *this* or *that* may be placed on the board: "— pencil is longer than — one;" "— hat is prettier than — one;" "Did you give — apple to Emma?" "Is — Grace's collar?" When the sentences are read in the class the children may be required to illustrate them, as all will not complete them in the same way. One child who has written, "Did you give *this* apple to Emma?" holds the apple in her hand while she repeats the sentence; another, whose sentence reads, "Did you give *that* apple to Emma?" points to the apple as it lies on the desk.

These and *those* require very little development, as the children are familiar with the manner of changing from singular to plural. One child gives another a stick, and the latter says, "She gave me this stick." More

sticks are given, and the statement changed to, "She gave me these sticks." After a few sentences have been constructed by the aid of objects, the children will perceive that *these* is used with the plural form of the noun, and be prepared to make the necessary changes in sentences given or written by the teacher, as "This is my orange;" "This is Kitty's book;" "Did the boy wear this hat?" to "These are my oranges;" "These are Kitty's books;" "Did the boys wear these hats?" Next, plural sentences may be changed to singular, then either form changed to the other. It will be found a little more difficult to obtain the correct use of *those*, as children so naturally substitute *them* for it. This error, which will undoubtedly be brought to light in the development of the word, can only be corrected by the use of the *proper* word in sentences constructed by the children themselves, and repeated over and over until the old habit is forgotten. The word *those* is developed from *that*, as *these* from *this*, and is followed by a similar drill in changing from one form to the other.

The statement already made about the use of *this* and *that* may now be extended to include *these* and *those*. "*This* and *these* are used in speaking of objects that are near; *that* and *those*, in speaking of objects at a distance." If, in the conversation on this subject, the expressions *these* and *those* kind are used, the error should be noticed and the fact pointed out that "kind" is singular, and should therefore be preceded by *this* or *that*; but at this early stage it is not advisable to make a special point of it, because such sentences as must be introduced are beyond the grasp of the childish mind. Take the sentence, "That kind of peaches is best." The little ones comprehend nothing more than "peaches is," which so plainly contradicts what they have been taught previously, that the poor brains are reduced to such a state of confusion that no explanation, however lucid, can make the subject clear. The young mind cannot be *stretched* so as to take in just one more little point, which the teacher imagines must be taught *right here*, to preserve the symmetry of the topic. Pestalozzi says, "Not the order of the subject, but the ordor of nature," and it would save much time and many discouragements if this principle were kept in mind. The few points which have been developed in these lessons will furnish material for a comparatively great amount of written work. (a) Sentences in which blanks are left for the verbs: "This — Mary's lamb;" "Whose — that book?" "These lemons — sour." (b) Sentences to be completed by supplying both articles and pronominal adjectives: "— children played under — oak tree;" "I saw — organ, — ivy and — sofa in — room;" "Will you post — letter and buy — inkstand." (c) Sentences to be changed from singular to plural, and *vice versa*: "This is Lizzie's shoe and that is her mitten;" "That is mamma's table and this is papa's chair;" "Mary's sister gave me these pears and those flowers."

SCIENCE WORK WITH CHILDREN.

A class of one dozen children from the model school of the Illinois Normal, have begun a term's work in physiology with Prof. Seymour. The average age of the class is 11⅔ years. The work is largely experimental on the inductive plan. Each pupil is required to keep a note book. Following is a report of the first three days' work, written by Mattie Brown, an 11-year-old member of the class:

EXPERIMENT I.

"We made our first experiment to-day. There are just one dozen in the class, and the table where we worked had just one dozen tureens, and in the tureens there were one dozen pint fruit-jars. The fruit-jars were nearly full of water, and the tureens each had about one-fifth of a full tureen. First, Mr. Seymour told us to watch him, and, when he got through, we were to do just as he did. I forgot to say that each had a piece of paper. Then Mr. Seymour rolled up his sleeves and began dipping water with his hands out of the tureen and putting it into the jar. He kept putting water into the jar until he thought it was full. Then he took the paper and put it over the top of the jar. He then pressed the paper on with the palm of his hand, and, still holding his hand over the top of the jar, he turned it upside down But the paper started to come off, so he turned it back. He then took the paper off and filled the jar again, and did the same as before. That time the paper stuck, so he took his hand away, and then put the jar, with the paper on, down in the tureen, and pulled the paper from under it. There was a small bubble of air in the jar, but Mr. Seymour just left it alone and told us to try and see if we could get it as good, or better than he did. We all did as he had done, and then he told us to leave things just as they were and pass.

EXPERIMENT II.

"To-day, when we passed up to the class, our tureens and jars were just as we left them, but a few did not have their jars fixed, so we waited until they were ready Then Mr. Seymour asked us what we were going to do next, and we told him we would do just what he told us to do. So he took from his pocket a small rubber tube, and, raising the jar up just far enough to get the tube under, he slipped it under. He then drew a long breath, and, putting the other end of the tube in his mouth, he blew all of the water out of the jar. He then took a dozen tubes from his pocket and gave us each one. He said he would count three, and while he counted we were to draw a long breath, and just as he said three, we were to begin and blow until all of the water was out of the jar. We tried to see who could blow all of the water out without drawing but one breath. I did, and I think all of the rest did. We then passed, and I am very anxious to see what our next experiment will be.

EXPERIMENT III.

"When we passed to our class to-day we saw, (sitting) on a table, a little ways from us, twelve small candles, two large ones, and a small lamp. The small candles were fastened to pieces of cork, and had a piece of wire about six inches long fastened to them (which was to hold them by), while the large ones were on common candle-sticks. Then Mr. Seymour got enough tubes to go round, and told Mamie and Park to get the candles and pass them. When the large candles came, Mr. Seymour put one of them near the middle of each side of the table, and put the lamp at the end where he sat. The lamp was lit, so he took the two large candles and lit them, and then put them back in their places. He asked us what we supposed they were for, and we all told him they were to light our candles by. Then, as usual, he told us to watch him until he got through, and then do as he did. He took up the jar and filled it with water, and put it upside down in the tureen, without using the paper. Then he put his hand over the mouth. He then repeated experiment II. and began experiment III. He took the jar out of the water and (clapped) his hand over the mouth of the jar (I suppose to hold the air in which he had blown out of his lungs), then lit his candle, took hold of it by the long wire and slowly let it down into the jar. A minute after it had touched the bottom it went out. Then we all did as he had done. We were to tell what made the candle go out, and I think it was because the air was so dense.

"Mr. Seymour says the main thing that put the candle out was carbonic acid gas These three experiments have been to show that a candle will burn in good air in the jar, and will not burn in the air from our lungs. When the air is so bad that a candle will not burn in it, we could not live in it."

No notes are made during the recitation. An experiment performed by the pupils themselves is a matter of great moment and deep curiosity to them. It is needless to say they derive many conclusions of as much importance and interest as the main one for which the experiment is intended. Thus, they soon learned that the paper does not "stick" to the jar, and that the water is not "blown" out. It is the work of original investigation with childlike trust, enthusiasm, and simplicity.

EXAMINATION FOR STATE CERTIFICATES 1885.

GERMAN.—TIME, TWO HOURS.

(Figures in curves indicate credits for satisfactory answers.)

Und es versetzte sogleich die gute, verstaendige Mutter:

Immer bist du doch, Vater, so ungerecht gegen den Sohn! und

So wird am wenigsten der dein Wunsch des Guten erfuellet

Denn wir koennen die Kinder nach unserem Sinne nicht formen;

So wie Gott sie uns gab, so muss man sie haben and lieben, 5

Sie erziehen auf's Beste und jeglichen lassen gewachren.

Denn der eine hat die, der andere andere Gaben;

Jeder braucht sie, und jeder ist doch nur auf eigene Weise

Gut und gluecklich. Ich lasse mir meinen Hermann nicht schelten;

Denn ich weiss es, er ist der Gueter, die er dereinst ererbet, 10

Werth und ein trefflicher Wirth, ein Muster Buergern und Bauern,

Und im Rathe gewiss, ich seh' es voraus, nicht der Letzte.

Aber taeglich mit Schelten und Tadeln hemmst du dem Armen

Allen Muth in der Brust, so wie du es heute gethan hast.

1. (20) Geben Sie den Inhalt des Gedichts "Hermann und Dorothea" mit kurzen Worten an. (Eine halbe Seite wenigstens.)

2. (15) Uebersetzen Sie den obigen Auszug ins Englische.

3. (15) Decliniren Sie: *die gute, verstaendige Mutter, unser frommer Sinn, ein trefflicher Wirth.*

4. (15) Conjugiren Sie in allen Zeitformen: *erziehen, schelten, kommen.*

5. (10) Decliniren Sie die in Obigem enthaltenen persönlichen Fürwörter.

6. (10) Steigern Sie die Adjective im Obigen.

7. (15) Uebertragen Sie ins Deutsche: Perhaps some wanderer of unknown antecedents but with a ready tongue and quick wit would spend a winter in the little settlement, and pass on in the spring with a few dollars earned by keeping school. The married settler, the fixed man, was generally engaged in farming, in building, in making a home; a floating man could more easily take up this work. A busy man would neglect his school. We read of one who would leave his school in charge of a pupil while he went off to look after his stock.

LATIN.—TIME, TWO HOURS.

[Directions—Use good idiomatic English in translating Latin. Figures in curves indicate credits for satisfactory anwers.]

(Figures after questions refer to lines.)

1. (10) *Translate:* Caesari omnia uno tempore erant genda: vexillum proponendum, quod erat insigne, um ad arma concurri oporteret; signum tuba dan- m; ab opere revocandi milites; qui paullo longius geris petendi causa processerant, arcessendi; acies struenda; milites cohortandi; signum dandum: arum rerum magnam partem temporis brevitas et ccessus hostium impediebat. His difficultatibus ae res erant subsidio, scientia atque usus militum; od superioribus proeliis exercitati, quid fieri oportet, non minus commode ipsi sibi praescribere, am ab aliis doceri poterant; et quod ab opere singulisque legionibus singulos legatos Caesar discedere, si munitis castris, vetuerat. Hi propter propinquitem et celeritatem hostium nihil jam Caesaris imrium exspectabant, sed per se, quae videbantur, ministrabant.

Syntax of "Caesari" and "tempore"? Is the latter ually found without the preposition? Derivation of revitas" and "successus"? Explain mood and tense "poterant," of "oporteret." Syntax of "fieri." Is ere any peculiarity in the last four lines? "Videbanr" is here indicative; why not subjunctive?

2. (10) *Translate into Latin*: Caesar on receiving the ding men of the state as hostages and among them o sons of King Galba received the Suessiones in surader and leads his army against the Bellovaci. When ey had conveyed themselves and their property into e walled town of Brutuspantium, all the elder men ing out ask that they may be received into his care d protection.*

3. (25) *Translate:* Sed ea quae exaudio, Patres scripti, dissimulare non possum. Jaciuntur enim ces, quae perveniunt ad aures meas, eorum qui reri videntur, ut habeam satis praesidii ad ea, quae statueritis hodierno die, transigenda. Omnia et ovisa et parata et constituta sunt, Patres Conipti, quum mea summa cura atque diligentia, tum lto etiam majore populi Romani ad summum imium retinendum et ad communes fortunas conrvandas voluntate. Omnes adsunt omnium ordim homines, omnium denique aetatum; plenum est um, plena templa circum forum, pleni omnes itus hujus templi ac loci. Causa enim est post bem conditam haec inventa sola, in qua omnes ntirent unum atque idem, praeter eos, qui, quum i viderent esse pereundum, cum omnibus potius am soli perire voluerunt. Hosce ego homines exio et secerno libenter, neque in improborum lum, sed in acerbissimorum hostium numero hodios puto. Ceteri vero, dii immortales! qua frentia, quo studio, qua virtute ad communem dignitem salutemque consentiunt! Quid ego hic ites Romanos commemorem? qui vobis ita summa ordinis consiliique concedunt, ut vobiscum de re rei publicae certent; quos ex multorum annoa dissensione ad hujus ordinis societatem concordiamque revocatos, hodiernus dies vobiscum atque haec causa conjungit; quam si conjunctionem, in consulatu confirmatam meo, perpetuam in re publica tenuerimus, confirmo vobis, nullum posthac malum civile ac domesticum ad ullam rei publicae partem esse venturum.

Give the history of the term "Patres Conicripta." Mood of "statueritis"? (5) What is the syntax of "conservandas"? (10) Give differences between gerund and gerundives. Reference in "omnium ordinum"? (10) "Plena templa:" What were the "templa"? What historical reference in lines fourteen and fifteen? Explain mood and tense of "commemorem." (23) Explain reference in "dissensione." (26) Give *oratio recta* from "nullum" (30) to close of selection.

4. (15) *Translate into Latin*: You, Romans, since it is now night, when you have worshipped Jupiter, the guardian of the city, depart to your homes, and although now the peril has been overcome, nevertheless as on the former night be on your guard. I will see to it that you need not do this longer and that you may be in continuing peace.

5. (30) *Translate*:

Tum satus Anchisa caestus pater extulit aequos,
Et paribus palmas amborum innexuit armis.
Constitit in digitos extemplo arrectus uterque,
Brachiaque ad superas interritus extulit auras.
Abduxere retro longe capita ardua ab ictu,
Immiscentque manus manibus pugnamque lacessunt.
Ille pedum melior motu fretusque juventa:
Hic membris et mole valens: sed tarda trementi
Genua labant, vastos quatit aeger anhelitus artus.
Multa viri nequidquam inter se vulnera jactant,
Multa cavo lateri ingeminant, et pectore vastos
Dant sonitus erratque aures et tempora circum
Crebra manus, duro crepitant sub vulnere malae.
Stat gravis Entellus nisuque immotus eodem,
Corpore tela modo atque oculis vigilantibus exit.
Ille, velut celsam oppugnat qui molibus urbem,
Aut montana sedet circum castella sub armis,
Nunc hos, nunc illos aditus, omnemque pererrat
Arte locum, et variis adsultibus inritus urguet.
Ostendit dextram insurgens Entellus, et alte
Extulit: ille ictum venientem a vertice velox
Praevidit, celerique elapsus corpore cessit.
Entellus vires in ventum effudit, et ultro
Ipse gravis graviterque ad terram pondere vasto
Concidit, ut quondam cava concidit aut Erymantho,
Aut Ida in magna, radicibus eruta pinus.
Consurgunt studiis Teucri et Trinacria pubes;
It clamor caelo, primusque accurrit Acestes,
Aequaevumque ab humo miserans attollit amicum.
At non tardatus casu neque territus heros
Acrior ad pugnam redit, ac vim suscitat ira.
Tum pudor incendit vires et conscia virtus
Praecipitemque Daren ardens agit aequore toto
Nunc dextra ingeminans ictus nunc ille sinistra;
Nec mora, nec requies; quam multa grandine nimbi
Culminibus crepitant, sic densis ictibus heros
Creber utraque manu pulsat versatque Dareta.

6. (10) The following is from Professor Corrington's translation of the "Boat Race." Translate into Latin prose:

"Why to the right so blindly push,
Here take a narrower sweep,
Hug close the shore, nor fear its crush,
The cliffs left hand our oars should brush.
Let others hold the deep.
So Gyas; but Menoetes fears
The hidden rocks and seaward steers."

*Potestas.

ILLINOIS SCHOOL JOURNAL

A MONTHLY EDUCATIONAL MAGAZINE.

PRICE, IN ADVANCE,.....$1.50 A YEAR.
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JOHN W. COOK AND R. R. REEDER,
EDITORS and PROPRIETORS.

NORMAL, ILL., APRIL, 1886.

Entered as second-class matter in the postoffice in Normal, Ill., for transmission through the mails.

We have concluded to end our volume with June, hence the index for fourteen numbers will be presented then.

Hon. Henry Raab has been mentioned in connection with the office of Commissioner of Education. The President would make no mistake by such a selection.

A first-class institute worker has indicated to us his willingness to spend a few weeks in summer work. Superintendents needing help will please communicate with us.

We have received the following:

ILLINOIS IN KANSAS.

At the recent session of the Kansas State Teachers' Association, a meeting of former Illinoisans was called, President A. R. Taylor, of the State Normal School, presiding. A committee was appointed to make Illinois people at home at the coming session of the National Educational Association. On this committee are W. M. Jay, J. R. McGregor, R. B. Welch and J. N. Wilkinson, formerly school principals in Illinois in Avon, Mendota, Pontiac, and Decatur, respectively. Illinois teachers desiring special information about the meeting are requested to address R. B. Welch, Esq., 173 Kans avenue. Topeka, and all other Illinoisans who expect to attend are requested to send their names to J. R McGregor, Douglas, Kansas, that we may make an alphabetic list for use in mailing information, and for reference at Illinois headquarters. Any service the committee can give to teachers coming from Illinois will be cheerfully rendered. Teachers will please ask local papers to insert this notice.

GLADYS BARNARD,
Secretary of Committee.

Shortly after the death of Prof. Henry B. Norton his friends in California prepared a memorial volume containing a sketch of his life, many extracts from his literary work, accounts of memorial exercises held at differe places where he had labored, and press a personal notices of his death. The volume i published in cloth at $1.25, in half moroc at $2.50, and in full morocco at $4.

The proceeds of the sale will be devoted t the education of his children.

President Hewett has a number of th books on hand and will fill orders.

Every one who had the rare privilege knowing Prof. Norton personally will be gl to secure this interesting volume, and there aid the laudable purpose that inspired its pu lication.

The Central Association scored anoth great success at Peoria. More than four hu dred members paid the annual fee.

The first session was held in the fine ha of the new high school building, but even th spacious auditorium was entirely unequal t the occasion.

The second session was held in one of th large churches, and that was abandoned, fina ly, for Rouse's Hall.

The event of the meeting was the addre of Rt. Rev. Bishop Spalding, of Peoria, o Theories of Education. The Grand Ope House was crowded to its utmost capacity The executive committee took the precautio to admit only by ticket.

We shall present an outline of the addre in an early number.

Superintendent Dougherty was tireless i extending the hospitalities of the city to th visitors, and was heartily seconded by th other members of the executive committe and by his subordinate teachers.

A writer in a recent number of *Intelligen* comes to the rescue of Brother Vaile in th figure-number controversy that has bee going on in a good-natured way in some of t school journals. He shows some of the d ficulties that lie in the way of the teacher w desires to make his language express h thought accurately. That there are diffic ties all will concede. The distinction sho always be kept in mind, however, and su obviously absurd expressions as multiply by figures should not be permitted. Wh

ver may be true of the ultimate meaning of ertain ambiguous expressions there is no ecessity for thrusting the error in its boldest rm into the faces of the children. The ed- or exhorts his critics to spend more effort pon making the children see the distinction etween things and their symbols, and less pon the phraseology employed- But clear hought and loose expression rarely go hand n hand, and there is an evident inconsistency n insisting upon the former and encouraging he latter.

The President of the National Association s sending out his announcements for the To- eka meeting.

The railroads are fully awake and are offer- ng unusually low rates, not only to Topeka nd return, but to the Rocky Mountains and o the West coast.

The round trip rate to Topeka from Chicago s $14; from Bloomington, $10.90, and from t. Louis, $9.

The fare from Topeka to Denver and return o Omaha or Kansas City will be $21.50; to an Francisco and return to Omaha, $50.

The following are rates from Denver to points named and return to Denver:

Salt Lake City, $30; Gunnison via Lead- ville, $10; Black Canon, $14.50; Marshall Pass, $9.30; Royal Gorge, $7:30; Gray- mount, $2.50; Colorado Springs, $2; George town, $2; Central City, $2; Surret, $2; Idaho Springs, $1.

Many other excursions will be planned at equally low prices. Never before were such opportunities afforded for cheap travel to the great West.

If Illinois wishes to secure the Association in '87, there must be a large representation at Topeka. The Madison meeting demonstrated the fact that if a large attendance is wanted the meeting must be west of Niagara Falls. We predict that the largest meeting in the history of the Association will be surpassed in July, 1886.

Among the names that we have heard men- tioned in connection with the republican nomination for State Superintendent, are Dr. Edwards, Princeton; O. S. Cook, Chicago; and Leslie Lewis, Hyde Park.

Dr. Edwards is widely known as an educa- tor of unusual power. He was for fourteen years principal of the Illinois State Normal University, and left that institution to enter the ministry. He is a man of remarkable en- ergy and force of character, an unusually mag- netic speaker, and would be an honor to the State. Dr. Edwards is not an aspirant for the office, and his name is doubtless used without his consent, but there could be no mistake in such a nomination.

O. S. Cook is also very generally known through the State, after several years of suc- cessful experience as a teacher. He repre- sented for several years the publishing house of Charles Scribner & Co. He left that firm to take the Superintendency of District No. 2, Town of Lake, Chicago. Mr. Cook served one term very acceptably in the State Legis- lature. He is known as a decidedly success- ful school man, and also as a man of affairs. He will doubtless be a strong candidate before the convention, and will be acceptable to the school people.

Leslie Lewis is not so widely known, per- haps, as either of the others, but he is a "prince of good fellows," a highly successful school man, a ready and pleasing speaker, and a man of ideas. He is a graduate of Yale College, and has been at the head of the Hyde Park schools for many years.

The politicians are awake to the fact that there is no chance for a man outside of the teachers' ranks. Any one of these gentlemen would make a good superintendent, and would meet no opposition on the ground of lack of qualifications.

Another large meeting of Illinois teachers has been held. In fact, the largest registra- tion of teachers ever made in the State was made by the Central Association at Peoria. "What went ye out for to see?" Now is the time to make the summing up. Hamlet's re- sponse to Polonius was, "Words, words, words;" and the returning pedagogue says, "Methods, methods, methods." The differ- ence is, Hamlet had method in his madness, whereas the pedagogue has madness in his method.

To listen to the papers and discussions in our teachers' assemblies one would be led to

conclude that teaching is purely a mechanical art. There is a general scramble among teachers everywhere for new methods. The poor teacher who has not a new method is as uninteresting and old fashioned as a last year's bonnet. The question of all questions is, What is your method of teaching this or that particular subject? The teacher that can handle his methods with the least friction is the best machinist. The one who can command and use the most methods in his work is the most skillful manipulator of the physical apparatus of the school, including chiefly brains and text-books. The young teacher regards it as his greatest defect that he has not a stock of new methods on hand. And he who is out of the school-room for no longer interval than a year, feels that his opinion on matters of education is no longer entitled to respect, because he is not abreast the times in new methods. A method is the principal thing; therefore, get methods; and with all thy getting, get more methods.

Now, it is a fact that many of those who are inventing and using new methods have made no study whatever of the psychological principles that should underlie them. A method, after all, is a very common sort of a professional acquirement; and one may devise a hundred methods without the conscious observance of a single correct principle. When the methods are spread on record in a book called a course of study, and each teacher in a system of public schools is required to follow the same, the whole work becomes a beautifully-moving mechanism. Not long since we witnessed some primary work in number. The class had nearly mastered the Grube tables. The children could begin with any number not less than 10 and add to 100 by repeating a given number not exceeding 10, more rapidly than we could think the results. We ventured a slight change, however, by adding or subtracting 1 or 2 from the *fixed* results, which impertinence completely marred the beauty of this parrot jargon. Another teacher in the same school said that she had never attended a Normal school, but her methods of teaching were "Normal methods." Wouldn't it be well to have these put up in packages and sold by newsdealers?

The true teacher is a mental philosopher and makes his own methods, which are varied from day to day, according to the changed circumstances and the new conclusions he reaches in his study of the child mind. Can an intelligent mother train her children by fixed methods?

Is it not time for our State and district Associations to give less prominence to the presentation and discussion of methods? or even such general topics as geography, arithmetic and grammar? Are there not weightier questions, more directly professional, that would better come before these meetings, made up as they are of old and experienced teachers? A correct system of education has psychology for its basis. The little that is known in this science is in possession of very few teachers. Isn't this the field for study and research? Rosseau says, "I wish some judicious hand would give us a treatise on the art of studying children; an art of greatest importance to understand, though fathers and preceptors know not as yet even the elements of it." Some excellent treatises have been produced since his time, but they have found their way into but few teachers' libraries.

BOOK TABLE.

THE PRINCIPLES AND PRACTICE OF COMMON SCHOOL EDUCATION. By James Currie, A. M. Robert Clark & Co., Cincinnati.

This is a book without a preface, which seems to have been omitted to give room for an elaborate index. Economy of bulk is apparent at once on handling the book; narrow margins, closely-printed pages and very little loss in closing and opening chapters. The author's experience as principal of the Church of Scotland Training College, Edinburgh, has enabled him to handle a wide range of topics in a masterly and practical way.

The book consists of more than 400 pages, and is a treatise on nearly every feature of school work. It opens with a chapter on General Principles, in which the means of education, functions of the family and school, scope of school education, law of exercise, and principles of co-operation are discussed in a clear and practical manner. In Chapters II and III moral education is taken up in detail. Every phase of the conditions, motives and objects to be attained in moral education is set forth in a way to instruct and convince. No one can read these chapters without being strengthened, if not corrected, in his own views of moral training. Chapter IV is devoted to religious education, and some very sensible things are said here which may correct the erroneous notions of some teachers who classify all school

fenses as *wrong*. Following this logical order are several chapters on intellectual education.

Part II takes up School Management, beginning with organization and closing with a long chapter on the art of teaching, which is full of good suggestions. Part III is perhaps least interesting to the experienced teacher, although full of practical ideas to young teachers. It is devoted to Methods, and takes up the different branches of a common school curriculum, including object lessons and singing, and presents different methods of handling the various topics in each branch. The book is thoroughly practical, is a compendium of valuable material to the teacher, and will prove a worthy contribution to his professional library.

MODERN CLASSICS. Houghton, Mifflin & Co. have prepared a school library of 33 volumes, averaging 310 pages, which they furnish at 40 cents a volume, or $11.22 for the set.

The authors represented are those that are dearest to English-speaking people.

We have received the Holmes volume. It is number 30 of the library. It is neatly bound, countains many well-known poems, and "My Hunt After the Captain."

The publishers offer to refund the money for any sample volume that may be returned, within a reasonable period, if not satisfactory.

They publish a free pamphlet that contains the table of contents of each volume. Send for it.

Here is another of those rare opportunities to furnish the best literature for the young at a very low price. Will parents every appreciate the difference between the best and the trash?

Address the publishers at Boston.

"AN IRON CROWN." A novel. T. S. Denison, Chicago, publisher.

"An Iron Crown" is an American novel containing 560 pages. It contains a full account of American life during the past quarter of a century in many of its varied phases. While the purpose of the story appears to have been to show the heavy burdens heaped upon the country by the aggregation of wealth, especially by means of monopoly, the reader is introduced to American life in a very interesting manner. The millionaire's home in New York City, the Western farmer's habitation, the railroad king in Wall street, and the miner, or prospector, in his wandering career, together with many other characters, are all made to serve the purpose of the author in presenting a pleasing story, and the accuracy with which many incidents are related leaves the reader to feel that the writer is master of his work. As a literary production the novel is subject to some criticism. One looks in vain for the tender and pathetic, so frequent in Dickens' works. The novel is too long, and would be much stronger if it contained only 400 pages. The characters, in the main, are well chosen and true to nature. There is a vein of humor prevalent throughout, and of the purest sort. While the severe critics may be unwilling to award this production a high rank among literary works, the large majority of American readers will peruse its pages with satisfaction. The merits of the book are certainly far in excess of its deficiencies. We cheerfully recommend the novel to those who enjoy a good American production.

THE MAGAZINES.

The ATLANTIC MONTHLY for April is another choice number. Is there another monthly to which its readers form so warm an attachment?

The serials are as charming as ever. Henry Cabot Lodge contributes an interesting article on Gov. Morris. Charles Henry Phelps gives a new view of the famous case of Shylock vs. Antonio.

Julian Hawthorne writes of "The Problem of the Scarlet letter." Whittier has a new poem, and there are other features scarcely less interesting.

THE POPULAR SCIENCE MONTHLY for April:

David A. Wells begins a series of articles on Mexico. The prevailing ignorance respecting our neighboring Republic is really astonishing, and teachers will find these articles of great value.

The doctrine of evolution has won such wide acceptance that every teacher should be familiar with its salient features. In this number Herbert Spencer has the first of two articles on the Factors of Organic Evolution.

Prof. Huxley reviews "Mr. Gladstone and Genesis," and Prof. Henry Drummond "comments" on the same.

The Hand-work of School Children, Earthquakes in Central America, the Whipping Post, an editorial on Education in Politics, and a supplement containing William E. Gladstone's "Dawn of Creation and of Worship," are features of special interest to teachers.

ILLINOIS NORMAL.

Vacation at the University this week.

Philip Zapp is the new president of the Y. M. C. A.

The Philadelphian contest for March 13, resulted in a victory for the ladies.

The High School students are wrestling with the tariff question in general exercise.

Prof. Cook delivered a lecture before the students and citizens of Normal Friday evening, February 12.

Sixteen of the twenty-eight pupils in the preparatory department were promoted to the Normal at the close of last term.

Miss Florence Aull, one of the teachers in the Cook County Training School, visited the Normal, Friday, the 19th inst.

Since the middle of January President Hewett has delivered nine lectures, eight other addresses, and traveled 1,800 miles.

Lewis Rhoton will swing the gavel for the Philadelphian Society the ensuing term. Miss Mary Piper will smile from the secretary's desk.

Pres. Hewett addressed the Cook County Teachers' Association Saturday, February 13. He also delivered a lecture in Onargo, February 20.

The Normal brass band furnished music for the Union meeting The students thought the boys would have played better if they had had more practice.

M. M. Morrison, principal at Franklin Grove; Lyon Karr, principal at Loda; Harry Metcalf and Fred Barton, all old Normal boys, visited the University last week.

The ladies of Section A recently tendered a reception to the gentlemen of the class. All report having had a good time. We understand some important *measures* were taken.

Miss Olive Sattley will preside, with grace and dignity, over the Wrightonian Society, with E B Smith at the records. The Wrightonians have purchased an elegant set of new curtains for $115.

The Y. M. and Y. W. C. Associations of Normal students, who have hitherto held joint meeting on Sunday afternoon, have voted to discontinue the joint meetings. They will hereafter hold separate meetings at the same hour.

A beautiful wedding card announces the marriage of Miss Mary Lilly Walker, of the class of '83, to Charles N. Smith, of the class of '82, February 17. The newly-wedded pair will begin their home at Homer, Ill.

We are informed that W. H. Galbreath, of the class of '85, who was noted for his athletic skill on field day, has won honors in that direction at Cornell College, where he was recently awarded a gold headed cane by the college athletic club.

The boys and girls of the Wrightonian Society met in a literary and musical contest at the regular society meeting, February 20. It is needless to say the girls were victorious, The judge was one only man. Who would dare to risk his reputation for gallantry by throwing the decision on the other side? Miss Sattley bore away in triumph the honors of the evening in a well written essay.

Two weeks before the close of last term Prof. Seymour was called to Los Angeles, Cal , by a telegram announcing the death of his only brother His assistant, Miss Crawford, took charge of his classes in the Normal school. Mr. Seymour was on the programme for the Peoria meeting His paper on "Science Below the High School" was read by Prof. Cook. Prof. Seymour will return about April 13.

Another of the old-time faculty debates was given in the Wrightonian Society recently. Question, *Resolved*, That the hen that hatches the egg is the mother of the chick, and not the hen that lays the egg. Puns, poetry, and personality were indulged in to a degree of recklessness rarely exhibited in those who are so uniformly dignified and reserved. The weight of argument was decidedly with the negative, although the sympathy of the audience was with the affirmative The critic advised that in discussing a question which involves an egg, the debaters should have begun back with the protoplastic cell and traced it through all its successive development down to this last and greatest *seil*, viz. the debate.

PERSONAL.

The many friends of Miss Sadie Ferguson will be grieved to learn of her death, which occurred at her home, near Centralia Thursday, February 18. Miss Ferguson was teaching when taken ill, and had her plans made for more extensive academic and professional work

Mr George P Brown, who has been the Kansas manager for A. S Barnes & Co , has changed his base of operations to Illinois, where he will continue to represent these well-known publishers.

Mr. Brown will receive a cordial greeting from the Illinois fraternity. Although his work as a teacher was performed in Indiana, his reputation is by no means confined to that state. For three years he was principal of the Indianapolis High School, and for five years was superintendent of the schools of the same city. He left Indianapolis to take charge of the State Normal School at Terre Haute, where he remained six years.

That institution had taken a rank second to no other in this country; it fully maintained its well-earned reputation for thoroughness and efficiency during his incumbency, while its attendance very materially increased. Mr. Brown left Terre Haute to enter the service of his present employers.

In Decatur, Ill., March 11, at the home of her aunt, Mrs. Allen Litzenberger, occurred the death of Miss Ella Bear in the twenty-eighth year of her age. She was a graduate of the Decatur High School, class of 1878, and was not only a great favorite with her class, but with all by whom she was known.

From 1880 to June, 1885, she was a teacher in the primary department of the Decatur schools. In July of last year she visited her father at York, Pa., where she remained till February 20, when she returned to Decatur.

Her death seemed as that of one of many families, for she had been brought, through the children, into close sympathy with the hearts of many parents, and to know her was to love her.

Rarely, if ever, has the writer known one who, at her age, had so endeared to herself so many, and the sunshine of whose nature so illumined all with whom she came in contact. In the few years as teacher she had won an enviable reputation, and her influence for good upon the hearts of many little ones will tell throughout eternity.

In a few remarks at her funeral, Supt. E. A. Gastman paid a very high tribute of respect to her memory, and but voiced the sentiments of the entire community.

All feel that while there is one friend less here, there is one more over the river to welcome us, and that *there*, hers is but the enjoyment of all for which her pure life here so well prepared her.

Inspired by the purity of her life let us, too, sing with the poet:

> Build thee more stately mansions, O my soul!
> As the swift seasons roll!
> Leave thy low vaulted past,
> Let each new temple, nobler than the last,
> Shut thee from heaven with a dome more vast,
> Till thou at length are free,
> Leaving thine outgrown shell by life's unresisting sea.

At a meeting of the teachers of the Decatur public schools the following preamble and resolutions, reported by a committee of teachers, was unanimously adopted:

WHEREAS, It has seemed best to the All-Wise Providence to remove from us our late worthy and much beloved fellow teacher, Miss Ella Bear, and

WHEREAS, The intimate associations, long continued, between her and us, render it proper that we should express our esteem for her value as a teacher, and her excellence as a woman; therefore,

Resolved, That we greatly deplore our loss and that our sorrow can only be softened by the confident hope that her spirit has left this for a better world.

Resolved, That we hereby express our appreciation of her unusual efficiency as a teacher; that we owe much to the example of her upright character and ever sunny disposition, and that little ones have lost a kind and loving teacher, a warm-hearted and true friend.

Resolved, That we extend our deepest sympathy to her family and friends in their great bereavement, and

Resolved, That these resolutions be entered upon our records, and that copies of them be sent to her relatives and also to the city papers.

LAURA MONTGOMERY,
BELLE HOBBS,
H. W. PAGE,
} Committee.

CHICAGO NOTES.

My Dear Journal:

Chicago is certainly unique in one respect; that is in its annual report of the schools. The report for 1884–5 has not yet appeared, and there is no immediate prospect of its appearance. It is understood that the Superintendent has been ready to do his part at any time for the past six months. Doubtless the President would also get his report ready; but the *statistics!* These nobody reads when they are old, and few would if they were ever new.

The latter possibility, however, the Clerk of the Board carefully guards against. He is a careful figurer, O so careful! and he is slower than he is careful. Then,

he has ever made a certain statistic, he sticks to it like grim death, and the same old tables are piled up year after year. They are of no earthly interest to anybody except the compiler.

Superintendent Howland has each year made a most excellent report, and doubtless will again this year—or, perhaps I should say, will again *last* year. Hundreds have awaited it with expectant interest, but the interest is waning. This is the more disgusting as there is not a shadow of necessity for the long delay.

During the reign of Mr. Doty, every principal of a grammar school in the city had to make out, as often as each term, an amount of statistics equal to all that is *necessary* for the annual report, and the reports were all promptly made out. The reports for December did not drag along until the next June. I could select any one of a hundred women among the teachers that would get the whole statistical report ready in three months, beside running a division, or a school if she happened to be a principal.

Another peculiar trait of our school administration is the manner of paying teachers. The whole fourteen hundred are marshaled at the City hall, once every month, to receive in cash whatever may be due. Of course there are frequent errors in counting money, and frequently money is lost in one way or another. The inconvenience to many of the teachers is very great, as they have several miles to travel in order to reach the City Hall. The idea of payment by checks, which might be sent to the principal of each school, seems never to have occurred to the powers that be. Of course it would cause Mr. Johnston a pang to give up another one of his pet ways of doing things, and he would fear every month that every principal would steal every teacher's check. He has looked upon it as his mission in life to see that the principals do not cheat, but he should reflect that in this case they *could not* by any possibility. Hence, he might be magnanimous and trust them.

At the Principals' Association on the 6th inst., no paper was read; but Mr. Ford, one of our readiest and best speakers, was intrusted with the mission of starting a discussion with no particular subject assigned. He designated his topic as the "Centripetal and Centrifugal Tendencies in Education"—certainly a high-sounding theme. He alluded to Col. Parker as the apostle of the latter tendencies; the character of the former may be easily inferred. He spoke of the abuse of memory by much of our teaching, and how principals and superintendents emphasize this abuse by the character of their examination questions. Mr. Ford made a capital ten-minute talk.

Mr. Kirk followed in a plea for the development of the child, arguing that nothing should be taught for the sake of simple learning. He alluded to the picture so often seen in Chicago schools of a teacher, pencil in hand, sitting behind a pack of cards and a text-book, sizing up every child who opens his mouth in recitation. This practice Mr. Kirk condemned with all the vehemence of which he is capable, and that is no small amount.

Mr. Merriman indulged in two interminable harangues which nearly broke up the meeting. The only original remark in either was the suggestion that "*twenty* and *thirty* would be more suggestive to the child if they were *two-ty* (tooty) and *three-ty*." He did not urge this reform however.

Mr. Stowell scouted the idea that the facts of the multiplication table could all be developed from children. (Try it, Mr. Stowell.)

Mr. Robinson urged the importance of cultivating the memory.

Mr. Loomis cracked a joke.

Mrs Greenleaf, of the Wentworth avenue schools, appeared in debate for the first time, and covered herself with glory. She spoke of the kind of supervision that principals ought to give in case of inefficient teachers—how they should instruct and help them. In fact, she advocated most earnestly and effectively the sort of supervision that made her noble record in the Longfellow school.

If more of the lady principals would "speak out in meeting" their brother principals' sails might have to be lowered. They now monopolize most of the talking, but it is their own fault.

Mr. Westcott continued the debate in an excellent talk, in which there was nothing disagreeable nor conceited. He spoke of the excessive cultivation of the memory as compared with the other powers, and urged that with a careful training of the other faculties memory might be left to the care of itself.

Miss Patterson urged the wisdom of leaving inexperienced teachers to work out their own individuality. (But the *children*, Miss Patterson.)

The debate was an interesting and profitable one.

On the 13th inst. Col. Parker addressed a large body of teachers at the County Association. His theme was "Psychology," but we heard President Hewett on the same subject only a month before.

Our handsome county superintendent and the ubiquitous Mr. Bright took part in the succeeding discussion, and the Colonel's cousin, Mr. C. I. Parker, of South Chicago, tired everybody out rehearsing his wrongs in Oakland. Speaking for the ladies, I should say, "Don't do it again this year, Mr. Charles."

Again I regret not being present at the meeting of the Institute of Education. A half-hour's paper was followed by an hour and a half of discussion. Mr. Stearns, of the South Division High School, read the paper his subject being "Our High Schools." It is said to have been full of interest and sound common sense. Mr. Stearns is a very broad-gauge man connected with a very narrow-gauge institution. If I can get the paper I will send a full synopsis of it at some future time. The discussion was a very hot one, as it turned on the "marking system," which is the most prominent feature of the South Division High School.

Mr. Slocum, the principal of the school, defended the system, and spoke of it as the "pupils' compensation for his study." This position being rather vulnerable was assailed vehemently by Mr. Bright, and then a general discussion followed, lasting a half hour beyond the time for adjournment. At the close Mr. Slocum, in a spirit of captiousness, offered a resolution that the present marking system ought to be abolished. His resolution carried by a vote of two to one; but the end is not yet.

Mr. Frank B. Williams is again at work at the Marquette school, looking nearly as well as before his long sickness. All are glad to see his hearty face again.

We have had another case of arrest for punishing a boy in school. This time it was Principal James Brayton, of the Webster school. The city papers, as usual, made a great spread about the matter, and the *Tribune* was, of course, the champion against the teacher. When the truth was made known in court it appeared that there were no grounds whatever for the arrest, and Mr Brayton was promptly discharged by Justice Meech. It was almost as easy as if he had been a gambler.

Yours truly, X. Y. Z.

STATE NEWS.

ST. CLAIR COUNTY.

Prof. Brua has a class of fifteen Belleville teachers training for first-grade certificates. They have been reciting regularly all winter.

In the February meeting of the St. Clair County Teachers' Association, Prof. Brua read an excellent paper on "Physical Education in the Public Schools."

Examinations for teachers' certificates, in the common branches, are held on the last Saturday of each month; and in the sciences on the first Saturday of each month.

Miss Clara Tate, teacher of Locust Grove school, read a paper at the "Farmers' Institute," held in Nashville, Washington county, March 10 and 11. Subject, "Education of Farmers' Daughters."

The editor of the "Reading Circle" wreaks vengeance upon your correspondent in the March issue. He charges him as being a poor hireling, and intimates that his reasons for defending Supt Raab and Supt. Dapprich is a necessity for bread and butter. Now, it so happens that your correspondent is not dependent upon either of them for his salary or position. We will henceforth let the matter rest, for we do not fancy an argument with the sort of a man that the editor has shown himself to be.

WARREN COUNTY.

Miss Emma Curran now writes her name Mrs. Birdsall. THE JOURNAL extends congratulations.

Misses Emma Webb and Lizzie Allen are attending the State Normal School at Normal. They report an interesting and profitable time.

There seems to be some improvement in the work in our county. Directors are more disposed to make the teachers' employment more permanent, and to visit schools and know for themselves the progress of the work.

The schools of Warren will likely be represented in the County Fair this year. The premiums for work have not as yet been decided upon, but the questions for the competitive examination have been prepared and sent to the schools who wish to compete. The wish is to increase interest in school work, and let patrons see what their school is doing as compared with others.

WABASH COUNTY.

A number of our country schools have closed.

The Mt Carmel Reading Circle, composed of the teachers of the city schools, is doing good work.

The grammar department of our city schools, C C. Harper, principal, Miss Maggie McNamara, assistant, enrolls about 120 pupils, with a prospect of an enrollment of 150 next year.

The rural schools of Wabash are now, through the untiring efforts of County Supt. Manly and his corps of teachers, under a complete system of gradations, and the final examinations are being held with gratifying results.

Prof. G. L. Guy, with his nine assistants, is making a grand success of the Mt. Carmel schools this year. A very comprehensive course of study is being carried out. Besides her public schools Mt. Carmel has three private day schools and one commercial night school.

A number of names have been mentioned as prospective candidates for the county superintendency of schools in Wabash, that of J. R. Tanquary being perhaps the most prominent. We believe, however, that we voice the sentiments of a great majority of our teachers and patrons when we say it would be difficult to improve on the present incumbent, and therefore we favor his re-election.

WHITE COUNTY.

The White County Teachers' Association will meet at the Opera House in Carmi, May 1.

The winter terms of school have ended, and many teachers have taken up spring terms, which shows that patrons' approval has been quite general throughout the county. Only fourteen applicants, out of thirty-six, secured certificates at a second-grade examination on the 13th. J. B. Kinnear, principal South-side school, Carmi, has secured a position in the Pension Office at Washington, and is succeeded by R. S McCullough, of Enfield.

PIATT COUNTY.

Mr. J. P. Rose, of Mansfield, is doing good work in the Grammar Department of the Bement schools.

May a Catholic teacher be forced to read the Protestant Bible by a school board? Will the State Superintendent please reply through the columns of the SCHOOL JOURNAL?

Supt. Burgess reports the country schools as doing better and more systematic work than ever before. The Centrals are well attended, and show much improvement over last year's work.

Principal Chas. W. Groves has charge of the Bement schools. He has issued a *course of study* which seems to be of value in systematizing the work of the schools. The efforts of himself and Mr. Rose secured a library valued at $85 for the Grammar Department.

The Cerro Gordo School Board needs making over out of new material. In a difficulty of recent occurence, between Principal Givler and a pupil, the Board unwisely asked the pupil to meet the teacher half way in the arranging of the trouble. Such a policy persisted in will ruin any school.

Frank V. Dilatush is at the helm of the Monticello schools this year. The schools seem to be in an excellent condition. The School Board manifest their wisdom in retaining, year after year, a good corps of teachers. The work in the Grammar School is of a high order, and is skillfully carried forward by Mr. Humphreys.

MADISON COUNTY.

Several teachers of our county attended the Central Association meeting at Peoria.

George Eaton, of the Baer school, gave a successful evening entertainment with his pupils on Washington's birthday.

Some of the country schools of our county have been having spelling matches and other entertainments the past winter.

The Marine schools will hold a so-called School Exposition, or Exposition of the Written Work of the Various Grades, some time next month. This is the first of the kind ever held in the county, and much interest is being shown.

There is more "talking with the pencil," as Col. Parker puts it, than ever before in our county, at present, thanks to the untiring efforts of County Supt. Squire.

The first meeting of the Madison County Institute was a success, the attendance being much better than was anticipated. The next meeting in May will be a very interesting one.

The State, school and interest funds, about to be distributed at the rate of 70 cents per pupil among the township treasurers of our county, amounts to the snug sum of $17,299.30.

Prof. I. H. Brown, for many years superintendent of the Edwardsville schools, now of Columbia, Mo., is reaping much praise as an educator as well as an accomplished elocutionist.

M. P. Linn, chairman of the executive committee, has put the teachers of our county under obligations to him for an excellent, concise outline of the Illinois school law. It is just the thing for Reading Circles and private students who want to post up on school law.

From statistics gathered from the highest department from a dozen of the graded schools of this county it has been ascertained that the highest average cost per pupil for the past six months was $3.04, and the lowest $1.27, while the others range between them. Strange to say the districts showing the highest and lowest are adjoining.

ROCKFORD.

The new High School Building was formally dedicated on March 18, with appropriate ceremonies. Addresses were delivered by John C. Garver, E. H. Baker, J. H. Freeman, of Aurora, and by State Supt. Raab. Many congratulatory letters were read, and a general season of rejoicing was the order of exercises. The building is a beautiful structure, and occupies a commanding site It has been erected under the eye of Supt. Walker, whose long experience as a school man has fitted him for so important and delicate a task.

TO THE CHILDREN.

And now, dear children, to whom the care and liberality of this city has to-day opened the portals of this temple of learning, I bid you welcome to this higher home of youth! Regard this school as your second paternal home, whose entire arrangement is to help you to make from the happy dreams of childhood to the consciousness of true life and its earnest destiny! Here you are to lay the foundation of your future happiness, of your intellectual and moral independence! Here is the practice-ground for your noblest powers; here the workshop of general preparation for your future callings; here the battle-ground of your equipment for all struggles; here the treasury of those good things which constitute your true, imperishable riches! Remember, not to all your contemporaries, here and elsewhere, is granted the same boon of a High School such as you enjoy! Many of them lack the sense, the means to satisfy their cravings for knowledge! The more should you strive to emulate among yourselves by undivided attention, by faithful diligence and by a wise use of the opportunity offered you here. Hear the voice of the psalmist: "Obey your teachers and mind them, for they watch over your souls as those who have to give an account of them, that they may do their work joyfully and not with sighs!" Endeavor to gladden the souls of your parents! Pay to the city and the school board the debt of gratitude which you owe them as the dispenser of these good gifts, by your good behavior, your progress! We are standing now before the portals of a new great time which, more than the past, demands of every one personal ability and strength in all branches of domestic, civil and public life! May this new High School help in producing a race of men and women who will prove a blessing to this beautiful city not only, but to our great State of Illinois and our beloved country! —*Supt. Raab.*

OREGON TRAINING SCHOOL ITEMS.

This school was opened April 14, 1879. Number of students to January 1, 1886, 481; teachers in attendance, 348; students not teachers, 133; number that have taught in Ogle County, 198; counties of Illinois represented, 41; States represented, 8; holding first grade certificates, 141; holding second grade certificates, 190; holding State certificates. 17; acting as county superintendents, 2; acting as school superintendents and principals, 34; acting as assistants in graded schools and colleges, 17; who were graduates of high schools, 72.

SPRINGFIELD.

Temperature of rooms ranged in February from 45 to 98 degrees, touching about fifteen intermediate points, noted from actual observation. Stewing the brains is even worse than stewing the body. In regulating temperature and ventilation many teachers show a mental stiffness, as if using one joint only.

Supt. Feitshans, addressing the Institute, said that the selections sent to the teachers to use in reading, were for the purpose of calling their attention to an ideal piece of work, to find out all that can be done with it. Each teacher was asked to work by herself, and afterwards a comparison of methods and results could be made. Reading is no secret known only to a chosen few. Its possibilities were within the reach of all teachers.

Judge Matheny delivered an interesting address before the Institute, on Orators and Oratory of Springfield Of this the speaker is himself a living example; he is enthusiastically and charmingly eloquent. His language is rich and expressive, and his descriptions wonderfully graphic. Father Time has touched him with a heavy hand, but his kindly features are bright with immortal youth of the heart. It is impossible to reproduce his address The living presence must be felt to do it justice. He said that Springfield, for a town of its size, had sent out more men of national greatness than others. In his long list of names were Lincoln, Baker, Douglas, and Shields.

In written examinations there are two errors: (1) in excessive quantity of work required,(2) woful waste in correcting papers. The results do not bear us out in our present way of doing things Give one half as much to do, and have no examination longer than the recitation hour. Find out the mistakes and weak points in this written work, and aim to correct these; drill on them until these errors are avoided. Four results should be attained: no pupil should be overworked; the teacher should not be overtasked with papers; better work ought to be done; better correction and estimate of its value should be made. Teachers should not work like a saint in correcting papers, and, returning to the class, drop it like a sinner.

✓ THE READING CIRCLE.

The success of the Illinois Teachers' Reading Circle excited quite a lively interest at the late meeting of the Department of Superintendence, in Washington. Dr. Jerome Allen, of New York, claimed a wonderful success in his State, and said that 1,052 members had already been enrolled! When informed that over 3,000 members had already paid the initiation fee in Illinois, he really seemed willing to admit that possibly the Empire State did not lead the van.

Now, kind friends, the Board of Directors urged me to continue as manager another year, and I have consented to do so I can do nothing without your help. Shall I have it? What can you do? Why, talk the work of the Circle among your friends, and at every teachers' meeting that you attend. If your county is not yet organized, ask your county superintendent why this is so. If there is no Circle in your township, start one immediately, even if you must start with *one* member. I have mentioned once or twice that a Circle of two might be a very pleasant one, but a certain editorial friend declares that to be "an old joke," and I will not

repeat it. I hate old stories. Why not have a large addition to the membership this spring? Will the county superintendents kindly call the attention of teachers to this matter again?

It will be a great favor if superintendents and county secretaries will inform me, as soon as convenient, how many teachers will probably desire to take the examinations this summer. I also hope that every superintendent will so arrange the work of his institute that teachers may have an opportunity to take the examinations at that time.

Last year I announced that I would present the work of the Reading Circle at any institute if my actual traveling expenses could be paid. I visited some fifteen counties and had to decline invitations to about as many more for want of time. I am willing to repeat the experiment this summer if I am wanted. May I ask, however, that superintendents will write me as early as possible? E. A. GASTMAN.

PEDAGOGY FOR APRIL.

Pages 169-170.

1. Hearing lessons. Promptness —*a* Called at exact time. *b* In beginning without preliminaries.

2. Rigidness.

3 Pupil on his feet —*a* Literally. Two reasons for position. About position of teacher. *b* Figuratively. About teacher helping pupil. About members of class helping pupil.

4. Questioning.—*a* Its importance. *b* Use of printed questions. *c* About leading questions. *d* Pupils' language. *e* About general questions. *f* Order in which they should be put. *g* assignment by lot.

5. Oral instruction. *a* What is meant? *b* About quantity. *c* Well mapped out. *d* Reach the points *e* See that they are understood. *f* Call for what is given

6. Particular subjects.—*a* Reading. Its importance. What is it? Primary reading begins with what? Give a method. Give cautions. Give points under analysis. *b* Advanced reading. First necessity. About rules. About drill exercises. Relation of school work to the reading habit.

7. Writing.—*a* Begins when? Give reasons. *b* Give three rules.

8. Spelling.—*a* Begins when? *b* About spelling lists of abstract words. *c* Spelling book unnecessary when? *e* Method of conducting exercise. *f* About oral spelling. *g* Value of knowledge of etymology. *h* About rules.

9. Give points about drawing and singing.

The History Outlines, by an unfortunate mistake, have been somewhat mixed. We present herewith the omitted matter:

OUTLINES OF GENERAL HISTORY.

Barnes' General History, pp. 178-203.

Greek education and art are subjects no less interesting in our own time than Greek literature. The advocates of the New Education appeal to the master teachers of the Greeks in respect of method and theory. A knowledge of the orders of classic architecture is necessary to an appreciation of many of our noblest structures. The music and the paintings of the Greeks have passed away, beyond restoration; their sculpture remains, incomparable in beauty and power of influence. Greek mythology is a necessary concomitant of Greek poetry and art. On no account, it is to be hoped, will the reader fail to master the work allotted to this month. It is a key to a vast treasury of entertainment and profit. He will use through life the education gained.

FIRST WEEK.

1. Greek libraries. From what words are *paper* and *style* derived? 2. The school age. Hours of work. Studies pursued by the Athenian youth. Compare with the proverbial "Three R's" of early western schools. Corporal punishment. Attention paid to morals and manners. 3. The character of Spartan education. The Spartan ideal, contrasted with that of the Athenian. 4. The three styles of Greek architecture—the simple and massive Doric, the graceful Ionic, and the elaborate Corinthian. The Doric has no pedestal. Note how the styles are sometimes blended. 5. Imaginative character of the Greek religion. Gods and demi-gods. The gods real Greek characters. The home of the gods. Greek and Roman names for the same deities. 6 The supreme god, the god of the sea, and the god of the lower world. How are they designated in poetry, painting and sculpture? 7. The god of war; the god of manly beauty, of poetry and song; the god of eloquence, the messenger of heaven; the god of wine. The symbols of each. The Apollo Belvedere is the ideal of manly beauty. The wings of the messenger god were not attached to the shoulder-blades, like those of the angels as depicted by Christian artists, but were attached to his feet and to his cap. The petasus (see Dictionary). The caduceus, and its meaning (see Dictionary). 8. The blacksmith god, volcanoes supposed to be his forges; his fall from heaven and his consequent lameness.

SECOND WEEK.

1. The queen of heaven, both sister and wife of Zeus or Jupiter. Her symbols. Her disposition. 2. The goddess of wisdom. Her singular origin. Her symbol. The goddess of love and beauty, and her origin. Her symbol. The quarrel about the golden apple. 4. The goddess of hunting. How represented. Her great temple at Ephesus (Read the interesting account given in Acts Chapter IX. 5. The goddesses of agriculture and of the domestic hearth. The cup-bearer of the celestial banquets. 6. The Three Graces. The Three Fates. The Three Hesperides. The "golden apples" in the Garden of the Hesperides were probably the oranges of Africa. The Three Harpies. The Three Gorgons. The Three Furies. 7. The Nine Muses and their origin. Pegasus. (See Dictionary). The theory that they dictated the songs of poets. The commencing lines of every epic poem illustrate this theory. Note the first verses of Pope's Iliad, Dryden's Aeneid, and Milton's invocation in the Paradise Lost. 8. Divination.

THIRD WEEK.

1. The Greek oracles. Dodona. Delphi. The most celebrated oracles in Greece. How the response was obtained. 2. The Olympian Games. The olive wreath. The Pythian Games. The laurel wreath. The Nemean and Isthmian Games, and the wreaths of parsley and pine. 3 The Panathenaia. 4. The Feast of Dionysos. Character of the plays in the Dyonisiac theater at Athens; masks and costumes; (Greek plays at Harvard and the costumes used—see Century Magazine); chorus, length of plays. 6. Greek marriages and marriage ceremonies. 7. Funeral ceremonies and customs. 8. Greek armor, arms and chariots; war ships and engines.

FOURTH WEEK.

The scenes in the real life of the Greeks are especially instructive and entertaining, and should receive full and careful attention.

OUTLINES OF GENERAL HISTORY.

Barnes' General History—pp. 203-270.

The tales which make up most of the early history of Rome have been differently viewed by three successive classes of critics. At first and for many centuries these narrations were accepted and gravely taught as reliable history. An examination into their incongruities and absurdities led later reviewers to discard them in disgust, as being the veriest trash and containing no truth whatever. Then it was that Neihbur arose. Admitting the claims that the early legends are not statements of fact, he yet held that they are of great value to the world, as illustrating the spirit, the manners and customs, the religious belief and other characteristics of the race with whom they originated. And his view is the view of the world to-day.

There is an additional reason for the study of these narrations by the teacher and the student. They are told over and over in admired poems. They are

rayed in painting and sculpture. They are common material for illustration in oratory. They are subjects of exercises in translation in school text-books. Though subordinated to the facts of history, they will be of greater value to the reader than the history itself.

FIRST WEEK.

1. Greece and Italy, earliest settlement (page 13); Eneas. 2. Romulus and Remus; Tarpeia; the Temple of Janus, when closed; the Horatii and Curatii; Tullia; Lucretia; Horatius; Mucius; the Seven Kings. 3. Patrician and plebian; Agrippa's fable, and its results; Tribunes, Decemvirs and Censors; Agrarian laws and the Twelve Tables. 4 Coriolanus; Cincinnatus; Quintus Curtius; Pyrrhus.

SECOND WEEK.

1. The First Punic War, its cause and its results; Regulus. 2 The Second Punic War; the Career of Hannibal; Favian policy. 3. The Third Punic War, and the fall of Carthage; Cato. 4. Growth of the Empire.

THIRD WEEK.

1. Cornelia and the Gracchi; Jugurtha, the Cimbri and the Teutones. (The Opera of Norma will be of interest to readers at this point.) 2. The Civil Wars of Marius and Sulla; the Gladiators; Pompey and the Pirates; Mithradites again; Cataline. 3. The first Triumvirate. 4. Cæsar in the East; his government; his assassination. 5. The Second Triumvirate; Antony and Cleopatra; Actium and the Suicides. (Shakespeare's Antony and Cleopatra, and Dryden's All for Love may be read with profit.)

FOURTH WEEK.

1. Imperial Rome; the Twelve Cæsars. 2. The Five Good Emperors. 3 The decline of the Empire. 4. The Spread of Christianity. 5. The Great Migrations; the Barbarian Scourge; the Fall of Rome.

The year 476 is the date usually taken to mark the commencement of the Dark Ages—the 1,000 years of night bridging between the old civilization and the new; between the Cæsars and Columbus.

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WHAT IS IT TO TEACH?



BY GEORGE P. BROWN.

Now that it has become popular to talk *about* psychology, and to say that a knowledge of the processes and products of mind-action is a necessary condition of rational teaching, one does not need to apologize for asking teachers to define clearly what teaching is. For from the *recognition* of the *value* of the knowledge of mind-processes it is but a short step to the *study of these processes*, and a discovery of what they really are. Let us undertake to determine, but only in a general sense this time, what the teaching process consists of.

I hope the readers of the JOURNAL will not consider this question too primary to be worthy of their attention. It is a very elementary question, it is true, but it is fundamental. To answer it fully one must be a master of both the science and the art of teaching. The writer has no hope of being able to formulate a definition that shall be satisfactory to himself or to anyone else. His present purpose is merely to suggest some things that must go into such a definition.

One of the purposes of teaching is to impart knowledge. What is knowledge? This is a question not easily answered, and yet no word is oftener on our lips. We speak of it as if it were something held in the mind after once gaining an entrance, but foreign to it. Some call it the furniture of the mind, but furniture is a very different thing from the room that it furnishes. This way of talking about knowledge is a figure of speech. What is this thing that we have to call by borrowed names?

Knowing seems to be a certain kind of mind-action of which we are conscious. A certain other kind of mind-action we call feeling, and a certain other, will. The mind is a self-conscious being. It has the marvelous power of performing an act and at the same moment setting it over against itself, and looking upon it as its own act, and yet as something in a sense objective to itself. When a remembered object comes into the mind, it seems to be something objective, not altogether unlike the real external object that was first known. But reflection seems to show that this remembered object is not an object at all, other than a peculiar form of mind-action of which one is conscious.

To know, then, is to be conscious of certain acts of mind that, to distinguish them from other acts, are called intellectual. To feel is to be conscious of certain mental acts that are called emotions, and so of acts of mind that are called will.

There is another marvelous thing about mind. If it has performed any act once, a tendency is created to repeat this act, or one similar to it. The oftener it is repeated, or the greater the energy with which it is performed, the greater is the tendency for the mind to perform this act again.

Now, when the tendency to perform a certain act of knowing is so strong that the mind will repeat it spontaneously upon the slightest suggestion, this condition, or state of mind, may be called knowledge. Our knowledge is much broader that what we know at any one moment of time. It is the aggregate of all those tendencies to know that have been formed by repeated acts of knowing. Ten-

dencies to certain emotions and choices are formed in a similar way.

It is probably true that the mind never acts purely and simply as intellect, or as emotion, or as will; but that every act of the mind is a complex of all three of these forms of activity. It is called an act of intellect, or of emotion, or of will, according as either of these forms of activity is more intense than the others.

One's character is the aggregate of all of the habits or strong tendencies to think, feel, and will, that have been acquired through repetition, or by energetic action.

There is another factor in character that is called power, which is the resultant of the proper methods employed in the acquisition of knowledge, and the other ennobling habits of mind. But we cannot stop to speak of it here, further than to say that while it is a distinct kind of acquisition, it is never dissociated from these other elements of character. It is because of this necessary and invariable association that we say that "knowledge is power."

Having seen what it is to know, feel, and will, and what character is, and assuming that the end of all teaching is growth in character, we need now to consider what are the conditions of knowing, feeling, and willing, in such ways as to produce a worthy and noble character.

1. The first condition we shall mention is, that in teaching the mind must be stimulated directly by attacks upon the different senses. Teaching is not giving, or imparting, to the learner what is possessed by the teacher. It is stimulating the mind to perform certain acts. But for the senses there could be no teaching. The mind undoubtedly has the power of spontaneous self-activity by which it is capable of self-education, but this is not teaching. To teach is to influence the mind by agencies external to it, and the only avenues by which these can reach the mind are the senses. The general name for all these influences is *environment.*

2. The sole condition for proper teaching is appropriate environment. This environment is of two distinct kinds. The one is material objects, whether natural or artificial; and the other, language. There are two forms of language, viz.: (1) oral language, that attacks the ear, and (2) written or printed language, that attacks the eye. These two kinds of language give rise to two forms of teaching, known as oral and text-book.

3. Since the child's environment is a mixed one, containing much that produces harmful activity, as well as much that promotes true education, it is another condition of successful teaching that the right environment be selected and that the learner be guarded from what is harmful.

4. Nature has supplied to every mind a certain environment of body that furnishes very important stimulants of mind activity. These are inherited. Some help and some hinder the proper education of the mind. It is an important condition of good teaching that these be taken into the account by the teacher. This body also affords different stimulants at different times. Those of health greatly differ from those of disease; those of vigor from those of fatigue, etc.

In the light of these suggestions, what is it to teach? It seems as if the following statement would approximate a definition:

To teach is to surround the learner with such environment as will stimulate the right kinds of thinking, feeling, and willing, at each and every stage of his growth, and to so guard him from the influences of harmful environment that he will be strengthened to shun all of those allurements and enticements to action that are ignoble.

This definition is undoubtedly lacking in much, but it is strong in the emphasis it gives to the importance of *all* of the surroundings of the child. What immense importance it attaches to politeness, kindness, cleanliness, order, deportment, beauty of surroundings, bearing, proper decorations of home and school, taste in dress, correctness of language, refinement of manners, as well as to the proper presentation of the different subjects of study. It suggests why some persons, sadly deficient in scholarship and intellectual strength, are yet so highly valued as teachers of the young. It—well, it opens the way to the answer of a vast number of educational conundrums, about which more may be said at some future time.

HOW DO WE REMEMBER?

BY D W REID

I have no intention of writing a scientific reatise on this subject, but wish to show simply the manner in which the memory acts in he reproduction of past impressions, and its elation to the process of education.

We are said to remember anything when the dea of it is reproduced in the mind, together vith the consciousness that we have had this dea before. These ideas consist of impressons that we have received through the senses. We become cognizant of whatever is external o ourselves through this medium, and knowldge acquired through sense activity is the oundation of all our mental possessions. Whatever we have learned through the meium of sense is recalled to the mind by the ction of the memory, by means of a repreentation intimately connected with the sensaion experienced when we acquired that knowldge. What we have seen is reproduced in he mind as a mental picture; what we have eard is reproduced as a sound. Our ability o remember what we have seen or heard is neasured by the clearness of these pictures r sounds. To say that we remember a perpn or place is to say that we have a mental icture of the same, more or less distinct, but afficiently so to be recognized as having been een by the physical eye, and as correspondng to the mental sound recalled by the menon of the name of the person or place. We member a man's name, the spelling of a ord, the number of a page, or a date in hisry, either by a reproduction of the sound, r a mental picture of the written form, or by combination of both. There is no other ay. Memory simply repeats the sensation r which we came into the possession of nowledge.

To show that this is true, let us recall a few cts, and notice the operation of the mind uring the process—stopping long enough to swer each question mentally before proceedg to the next: Do you recall your present me? your former home? your father? your ther? Do you remember where you were sterday at this time? a week ago to-day? you know where your uncle lives? your ther? your minister? your doctor? Do you remember a man by the name of Brown? of Smith? Where is Chicago? Bloomington? Springfield?

The most of the above are examples in which the products of sight-perception alone are used. In the following it is the reproduction of sound that enables us to remember, except in those cases where we reproduce the written form of the words: What was Columbus's first name? Washington's? How many are nine times eight? Name in order the letters of the alphabet; the months of the year; the days of the week; count one hundred.

From the above, we see that remembering consists in recalling, as a picture or as a sound, what we have seen or heard. Whom did you see yesterday, and how were they dressed? means, simply, whom *do* you see, and how do they appear as you recall them? Hamlet, speaking of his dead father, says, "Methinks I see my father." "Where, my lord?" asks his friend. "In my mind's eye, Horatio." Horatio's answer, "I saw him once; he was a goodly king," was only a different wording of the same fact in his own consciousness.

Memory consists not only of mental reproduction, but of mental recognition. The latter is the result of comparison. We see what we think is a familiar face, we compare it with a picture reproduced in the mind, and decide that there is an agreement. In other words, we recognize the person. The sound of the name, and the former place of meeting, may or may not be associated with it. We hear in an adjoining room a well-known voice. It may be that of any one of a hundred intimate friends. Something in the sound recalls the products of a former perception, and, upon comparison, they are found to agree. In a moment there flashes before the mind a picture of the person, the sound of his name, and a score of other "memories," which disappear the next moment, to be replaced by others if we find that we have made a mistake with respect to the agreement.

By far the greater part of what we ordinarily call thinking, is merely the reproduction of mental pictures. If we think of the past, we reproduce these pictures as they were prepresented to us by the eye. If we think of the future, we reproduce the same pictures, and modify them more or less, more especially

as related to ourselves. This latter becomes imagination, but it is based upon memory. We can not imagine what we have never seen; we can simply arrange the products of former perceptions in new combinations, making a new whole of familiar parts.

I have tried to show that nearly all the knowledge we acquire, susceptible of being remembered, is obtained through the medium of seeing and hearing, and as all knowledge is remembered (or recalled), or re-collected by a mental process similar to, if not identical with, the action of the sense through which the knowledge is acquired, not only the greater part of our remembering, but also the greater part of our ordinary thinking, consists in the mental reproduction of pictures and sounds, especially the former; that there is no such thing as recalling a fact aside from the sensation by means of which we become cognizant of that fact, and that, consequently, teaching a fact consists, usually, in producing a mental picture or sound which can be reproduced at will.

In another paper I will try to show the relation of memory to education.

NEED AND FUNCTION OF NATIONAL AID TO EDUCATION.

BY CHARLES DE GARMO.

I.

It has been shown elsewhere, for reasons which can not be now repeated, that neither duty to any section, nor even good national policy, demands the application of national money to the direct support of schools. Where is the natural line of division between State and local support of schools? If the State has an interest in education, it is manifestly its duty to supply that to the communities which is necessary to the best development of education, but which the communities, in their individual capacities, are not able to provide.

The chief item in this category is the education of teachers. It having been decided that, under existing conditions, the national government would not be justified in assisting the communities to bear those financial burdens which they should, under normal conditions, bear alone, it now remains to inquire whether national aid to education can be wisely applied to the only remaining department of school expenditure,—that falling naturally to the State, viz.: *The preparation of teachers.* The final valid decision of this matter will depend upon a number of important considerations:

1. Whether the education and training of teachers is the chief need of the American school system.

2. Whether the several states can and will perform this work.

3. Whether the national government could, as the condition of its educating teachers, induce the states to enforce such measures as would secure the uniform and high efficiency of all schools.

The American public school system has done, and is doing, a noble work. It has gained the respect, the love, the money of the American people, and has educated their children; yet its best friends feel that it is far from perfect, that it is not accomplishing all that it could and should do. Many of the states seem to have reached the extent of their power of improvement—seem unable to take the next great stride which is needed to make the system do its perfect work. A far-reaching, liberal, wise-directing hand is now needed.

All eyes turn instinctively toward the national government as the proper source of help. Many, perhaps most, appear to think that more money for the support of schools is the most important need; that *lack of money* is, in this case, the root of all evil. Let us examine this matter briefly by comparing the United States with other countries which are acknowledged to have good schools.

In Prussia ninety-one per cent. of all children are educated in the public elementary schools. The average cost per child, in 1878, was 24.01 marks. Since school attendance is over ninety-five per cent. of the enrollment, the cost per child, in average attendance, was less than 30 marks a year. The cost per capita, for the entire population, was 3.56 marks.

In England and Wales, the cost per child, in average attendance, in the elementary schools, was 38.27 marks, in 1884-5. The total expenditure in that country for elementary schools was, in 1881, 109,408,069 marks,

and the population was 25,974,439, thus making the average expenditure per head of population 4.21 marks.

In the United States the expenditures per child, in average attendance, in 1882-3, was from 60 to 85 marks in seventeen States, from 30 to 60 marks in thirteen States, and below 30 marks—the cost in Prussia—in only six States. The total expenditure in the United States for free public schools during the year was 371,445,135 marks. Counting the population at 52,000,000, this makes the average expenditure per capita of population, 7.14 marks; or, deducting 58,242,672 marks, the amount paid by the fifteen former slave States, in which the public school is still in its infancy, and estimating the population of the remaining States at 33,000,000, we find that 9.49 marks, per capita of population, are paid for public school purposes. This is two and two-thirds times as much as is paid in Prussia, and two and one-fourth times as much as paid in England, for public elementary education. It may be remarked that the cost of training sixty per cent. of the teachers in England is included in the estimate for that country, but all cost for this purpose excluded from the estimate for the United States.

Without pausing to analyze the various circumstances which tend to equalize these wide differences, it is apparent that a better use of money, rather than more of it, is, on the whole, the greater need in the United States. But if the fault does not lie in the support of schools it must necessarily lie in their administration. To this, then, we will turn our attention.

In the historical development of the American school system it is easy to trace the decentralizing tendencies which have always been at work to place the whole administration of schools in the hands of small local municipal bodies. In this form of administration lies the strength and the weakness of the American school system. To it are largely to be ascribed the sound public opinion as to the necessity of education and the hearty money support which the schools generally enjoy.

On the other hand, in local autonomy, in the rule of almost unchecked local subjectivity, is to be found the root of those evils which the American people appear so anxious to remove. The schools are administered by local boards of popularly elected men, who are not, by law at least, required to have any qualifications of character or attainments. The only checks to their absolute power over the schools are a possible minimum of time during which the school must be taught, the State provisions regarding the certification of teachers, and, perhaps, public opinion. But the qualifications necessary for certification are generally so low for the under grades of teachers that only children and persons lacking the knowledge taught in the elementary schools are debarred from becoming teachers. Even these requirements, small as they are, are often partially evaded, since the examiners are generally locally elected school officers, who are likely to lose their places at the next election if they are unpopularly strict in their examinations.

In other matters the local board is supreme. They decide who the teacher shall be, how long he shall teach, how much he shall be paid. Contracts with teachers are rarely for a longer period than one year, and are, at least in the ungraded schools, generally for a single term of school only. One borough known to the writer used to hire its teachers by the month, so that it might at any moment get rid of an objectionable teacher.

Added to this, that the boards are elected upon all sorts of issues—church quarrels, cheap or dear schools, personal dislike of teachers, desire for the employment of a particular teacher, political questions—and it is easy to see how the school is in constant danger of becoming a prey to the most damaging influences. Nepotism, favoritism, ignorance, prejudice, mistaken ideas of economy, low ideals, political jobbery in the management of schools, are influenced only by public opinion, which may be high or low. The result is that teaching throughout the large portions of the country becomes a sort of vagabond calling, open to any who chance to enter it, instead of a permanent business or profession in which only properly trained persons can find a place.

It is true, most of the States have one or more State Normal schools, but in no State is a professional training required as a condition of teaching. In only one State, so far as the

writer is aware, has there been any systematic attempt to determine the exact status of the preparation and experience of teachers. Such a work has recently been completed for Illinois by the assistant State Superintendent of Public Instruction, Mr. W. L. Pillsbury. It is published in the Illinois School Report for 1883–4. He compiled his information from personal reports by the teachers themselves. The whole number of teachers from whom reports were received, was 17,891, or nine-tenths of all teachers in Illinois. Of these only 2,388, or thirteen and four-tenths per per cent. had received any professional training whatever. Of the 1,771 teachers from State Normal Schools, only 279, or fifteen and three-fourths per cent. had completed the course. This indicates that only a little more than two per cent. of all teachers in Illinois have completed a professional course of instruction and training in State Normal Schools. It appears, further, that only 9,055, or fifty and six-tenths per cent. of the teachers have received any secondary education, thus leaving forty-nine and four-tenths per cent. whose education has stopped with the elementary schools, and who, of course, have had no training whatever.

The average length of service for all teachers is thirty-eight and three-tenths months of teaching, or a little over four school years. Under this condition of things, the wisest administration must fail to secure uniform efficiency of schools, for no school system can reach a high degree of general efficiency when its corps of teachers is only half educated, untrained, and migratory; but in America all these evils are magnified by the excessive power of administration lying in the hands of popularly-elected local boards. No grants of money, however great, which left these evils practically untouched, would do any considerable good. But with professionally-educated teachers in every school, with the horde of incompetent, cheap, ignorant, and untrained teachers shut off at its source, the evils of local autonomy would, if not entirely removed, be at least greatly lessened, while none of its advantages would be sacrificed. The length of teaching life would become much greater, and the cheap competition of incompetency and ignorance would no longer compel excessive migration and low salaries. The best minds of the country would then be willing to devote themselves to teaching, because it would be profitable, honorable, and permanent business.

But aside from these general considerations which tend to show that the education of teachers is the prime need of the American school system, there are others of a specific nature which point with equal emphasis in the same direction. It has already been shown (in another paper) that the rural population do not, as in Germany, live in villages, but are scattered over the whole face of the country, each land-owner living on his own farm. This necessitates a system of isolated country schools. There are in Illinois, for instance, over 10,000 schools of this class, and less than 1,200 city and town graded schools. This gives rise to a problem which has reached a greater magnitude and importance in the United States than in any other land—that of supervision or inspection of schools. The common plan in America is to appoint one inspector for each county, which generally contains from 100 to 300 separate schools. The greatest number of ignorant and inexperienced teachers naturally congregate in the country schools, where they find most ready employment. No teacher can be visited more than once or twice a year at most, while many are not visited at all. The inspection results at most in suggestions to the teacher. Nothing could be more grotesque and absurd than this attempt to make good the lack of proper preparation of teachers by an occasional advisory visit of inspection. Such a procedure is like trying to drill a company of soldiers with men half a mile apart. A plan much more in accordance with common sense would be to require these persons to meet in some place for the needful preparation before beginning to teach. With a trained and well-educated teacher in every school, the problem of supervision, on which schoolmen, county superintendents, and State legislatures have long labored in vain, would be solved. Then correspondence, or possibly communication by telephone, and an occasional visit would keep all in good running order.

Again, in most of the States, the free and easy pioneer days, when the farmer lived on

his own land and sent his boys to school every winter until they were 21 years old, when he needed but to "tickle the soil with the hoe to make it laugh with the abundant harvest," are for most of the States about over.

The pressure of modern economic life is settling upon the people. The farms are being occupied by renters, whose children are allowed to be in school, only when there is nothing for them to do at home. In the towns and cities the child of the laboring man must leave school for the factory as soon as he is old enough to earn money. The school life is now becoming so short that the great mass of children leave school long before they are 14 years old. With the increasing brevity of school life comes the increasing need for more careful and thorough teaching. There is no time left for tinkers, dabblers, and callow experimenters in teaching. The lives of the people must receive the right impress during the few brief years of school life, or labor and expense are largely in vain, and thorough universal education, the foundation and necessary presupposition of republican government and enduring civil liberty, becomes impossible. All considerations then—the evils arising from local autonomy, the impossibility of efficiently supervising untrained teachers, the shortening term of school life, point to the professional education of teachers as the greatest, the most vital need of the American school system.

But education being left to the individual States, the next great question is whether they can and will perform this work. That the States are financially able to do so, there can not be the slightest doubt, but the prospect that they will undertake it without the stimulus of some powerful outside influence is indeed small. The reform is not likely to originate with the mass of teachers, for ignorance and insufficiency are always satisfied with a system under which they can survive, while the same influences which cause the faults of local administration — the desire to make public serve private ends, the popular notion that anybody can teach school, together with a democratic desire to lay no restrictions upon anybody, are at work in the State legislatures. Even the few State Normal schools which do exist are sure to meet with stubborn resistance from large numbers of the legislators whenever the question of their appropriations is raised. There seems, therefore, to be no reasonable hope that the States alone will soon undertake the task of educating all the teachers, and of insisting upon professional preparation as a condition of certification. Precisely in this non-probability of State action lies the necessity for national aid.

Whether this should be given or not must finally be decided by the answer to the third great question, viz., Could the national government, as a condition of a grant sufficient to secure the professional training and proper education of all the teachers in the public schools, induce the States to make and enforce such regulations as would secure a high efficiency in schools throughout the country? This question can be answered only after it is seen what the nature and compass of the necessary regulations must be. The regulation most fundamental and most sweeping, penetrating and reformatory in its effects, would be that making the certification of teachers depend absolutely upon a proper and approved degree of both academic and professional preparation. Without this the present evils, though perhaps mitigative, would not be removed. American schools are more endangered by "pauper labor" than American manufactories. But the administration might safely be left to the States under one condition, viz., that of perfect publicity. State superintendents would have to publish yearly minute reports concerning the education and certification of teachers, especially of those who received their professional training outside of the Normal schools. With the right, on the part of the national government, of withholding the whole or a part of the grant for non-compliance with its conditions, the whole administration of public and Normal schools might with perfect safety be left to the States themselves. The nation would gain no political power at the expense of the States, nor would the States lose any they would otherwise possess. The fact that a sufficient number of teachers would be properly prepared would make it comparatively easy to refuse certification to those who were not. If the nation, for the sake of making education do its perfect work, is willing to bear the main cost of educating the teachers, why should not every State thankfully accept

the service and conform to conditions which could conduce only to the common good? No sound political objections, no great practical difficulties would stand in the way of a realization of this ideal, which would make the American school system superior to any now in existence.

From the foregoing discussion it may be concluded that national aid to education should be extended to found and sustain a national system of Normal schools under State management, because (1) the proper preparation of teachers is the greatest need of the American system of education; (2), because there is no reasonable prospect that the States will, unaided, do this work; and (3) because the nation could in this way secure a uniformly high state of efficiency of schools throughout the length and breadth of the land.

The main question having been decided, there now remains only the task of determining the probable magnitude and cost of a national system of Normal schools, and of projecting a plan of organization and management which would most effectually secure the present and future good of the cause of education.

HALLE, PRUSSIA, March 29, 1886.

WHAT SHALL OUR PUPILS READ?

BY A. C. RISHEL.

Perhaps no topic discussed at the Peoria meeting of the Central Association, aroused a deeper interest than Miss McCall's address on "Systematic Reading in our Common Schools."

With the hope of being helpful to others, and of receiving their aid in return, we venture an outline of what has been accomplished in our High School the past two years.

In September, 1884, each pupil was asked to answer the following questions: 1. What books have you read since June? 2. What are you now reading? 3. Of all the books you have ever read, which one do you like the best? 4. What papers and magazines do you read? (*a*) read regularly (*b*); occasionally. 5. Who is your favorite prose writer? 6. Your favorite poet?

The questions were carefully answered. Th gave me a pretty thorough insight into t habits and tastes of the pupils, and convinc me there was need of effort in this directio Few of them had read any during vacatio almost none were reading then, and their po and prose writers made, in many instanc an amusing jumble. Many, however, w regular readers of a good daily, and kept i formed on current topics. A few were re lar readers of the *Saturday Night* and kindr sheets. The only readable books in the boo case were nine volumes of Sparks' biographi and eighteen of Abbott's histories and bi graphies. These were old and unused; bu deeming it better to use what we had than sigh for what we had not, I brought them o and interested the children in them by rea ing aloud one or more of the most interesti chapters of each, beginning, I believe, wi Mary, Queen of Scotts. Soon the stories Josephine, Hortense, Margaret of Anjou, El abeth, Cyrus, Alexander, etc., were read wi great interest by many.

Now we had to face the question, how enlarge the collection. Finding the financ of the district in such a shape that it was hop less to ask for an appropriation, the old pl of giving entertainments was adopted. Fro the monthly evening meetings of the Litera Society, about $45 were raised—in 104 fe This money was invested in books during t winter and spring of 1885. In October, 18 a public entertainment, netting $75, was gi This was so well received that, at the so tation of many of the citizens, another en tainment, netting almost an equal amount, given March 19, 1886. At present, we h 150 well-selected books, such as the Zig Z Boy Travelers, Coffin's works, Church's ries from the Classics, Bayard Taylor's Tr els, etc., and about $80 in our treasury.

To anyone who objects that this is a h way to earn money, we reply with H. Beecher, "there is no easy place but grave." In the preparation for these e cises, the pupils have received lasting ben while at the same time lessons have not fered.

Early in March, each pupil was asked prepare a list of all books he had read s September 7, 1885, and to group them u

ur heads. 1. Biography and History. 2. avel. 3. Stories, including all legitimate vels. 4. Novels—meaning thereby, trash—me and nickel libraries, etc. We append e result, so far as the pupils could remem-r. Several have since asked to be allowed make additions, but the figures given are e first report.

Reports were received from 43.

iog. and Hist.,	146	Av. for each,	3½
ravel,	61	" " "	1½
ories,	242	" " "	6
ovels,	110	" " "	2½

All of the trash was read by eight boys—of ese, three report 78. One read of Biography d History, 0; Travel, 0; Stories, 0; Nov-s, 25. Another, Biography and History, 0; avel, 1; Stories, 26; Novels, 30. Still other, 2, 0, 0, and 23, respectively. If my servations are correct, Horace Mann spoke e truth when he said, "light reading makes ht minds."

It must be borne in mind that among the tories," were classed such books as Kenil-rth, Ivanhoe, and Last Days of Pompeii, of which have been read by over half the hool.

I find that those most earnest in their ool work, have found time to do the most ding, and have also made the best choice books.

The following is the list read by one of the class girls:

Biog. and Hist.—Cyrus, Caesar, Cleopatra, mulus, Hero, Hannibal, Kit Carson, Mar-et of Anjou, Madame Roland, Great He-s; Stories from (*a*) Virgil (*b*), Homer (*c*), rsian Wars (*d*), The Old World; Queen zabeth, Travel Home and Abroad (2 vol-es), Zig Zag in Europe, Boy Travelers in ina and Japan.

Stories.—Little Men, Old Fashioned Girl, ice Told Tales, Scottish Chiefs, Last Days Pompeii, Tom Brown's School Days, Uncle n's Cabin, Both Sides of the Street.

Here is a boy's choice:

Biog. and Hist.—Mary, Queen of Scotts. alle, Paul Jones, Kit Carson, David Crock-Boys of '76, Boys of '61, John B. Gough, nning his Way, Famous Boys and How y Became Famous Men.

Travel.—All the Zig Zag's Travels, Ceylon and India, Northern Travel, Eldorado, Central Africa (the last four by Bayard Taylor).

Stories.—Hannah Thurston, Tour of the World in Eighty Days.

This "census" shows me that almost half the pupils are reading too many books; but this fault is easier cured than its opposite.

In the grammar grades we have discontinued the use of 4th and 5th readers, and have substituted books suitable for that age, such as Swiss Family Robinson, Twice Told Tales, Talisman, Ivanhoe, etc.

I am assured there is nothing else done in our public schools that so stamps itself upon the pupil's character, and influences his whole life, as the formation of correct habits of reading.

Horace Mann says: "As the tastes and habits of the future men and women, in regard to reading, will be only an enlargement of the tastes and habits of the present children, it seemed to me most desirable of all facts to learn, as far as practicable, under what general influences those tastes and habits are now daily forming. Every book which a child reads, with intelligence, is like a cast of the weaver's shuttle, adding another thread to the indestructible web of existence."

AN UNEXPLORED CONTINENT.

BY C. R. V.

Under the above title, *Lippincott's Magazine* for February has an article containing items of interest to those who teach geography. It seems that there have been two white pioneers on the island, Tierra del Fuego, which name, in Spanish, means *land of fire*—a name given to it on account of its volcanoes.

The story of which I shall give some of the points, is a history of one of these pioneers, an English sailor, Thomas Thorrold by name, who, among others, a few years ago, was shipwrecked off the coast of the island in the "cruel wintry month of July." The words quoted sound oddly enough to an inhabitant of the Northern Hemisphere. A boatload of the survivors of the shipwreck approached the shore in a small open boat.

Before they reached the land a crowd of natives gathered at the water's edge and hurled spears at them. Every man in the boat except Thorrold was killed. They had nothing with which to defend themselves but oars and boat-hooks. For some reason, afterward guessed at by Thorrold, the Fuegans seemed to take especial pains to spare his life.

The people live in the rudest of huts, and feed upon mussels and shell-fish, which they eat raw. Their captive had to learn to eat their disgusting food or starve, and often was on the point of freezing to death.

The tribe that captured him roamed much about the island, which he found barren, rugged, and cheerless, and inhabited by many tribes, all of which seemed to be at war with each other.

Not long after his capture, his tribe met another of these tribes, and a fierce fight ensued. His captors were defeated, and he was a part of the booty surrendered. The party which gave him up gave their conquerors some information concerning the white man, which, of course, he could not understand. Up to this time he had been in an agonizing suspense, fearing he was soon to be put to death in some horrible manner.

He changed hands in this way many times during the several months he was a prisoner. He finally came to the conclusion that the natives intended to keep him a prisoner until they could make him somewhat familiar with the island and its people, when they would set him free. They thought, he reasoned, that his adventures might be made known to the world, and thereafter their shores would be avoided by civilized man.

This seems a reasonable supposition in view of the fact that they took him to the shore of the Strait of Magellan, rowed out to an English steamer which happened to pass through the strait, put him aboard of her, and allowed him to leave them forever.

It is a curious story. About all we know of that island we get from this man's strange experience.

The Fuegans are short, and have a copper-colored skin. They are fond of tobacco, but have a disgust for alcohol, according to the stories of those who have tried to traffic with them from steamers passing through the strait. They use poisoned spears in war.

Thorrold saw no traces of cannibalism amongst them. There is a Chilian legend that the Fuegans eat their old women. Our English sailor noticed that they were very kind to their old women. The writer of the article humorously says, "It is not known whether this tender feeling originates in their hearts or their stomachs."

In Thorrold's forced wanderings about the island he fell in with the other white pioneer, in the person of a Chilian woman, who had been captured the same as himself, but who had subsequently married a chief and had a family about her. But, as she spoke no English and he no Spanish, their conversation was limited.

During his stay on the island, Thorrold saw a boat load of stranded sailors unmercifully hacked to pieces.

The island possesses about the same climate as northern Scotland, and shows traces of vast mineral resources.

IMITATION.

BY HENRY C. COX.

Childhood is the period of conscious imitation. The child talks as do those who train him. Their idioms, tones, and manners become his. The child of the mumbler mumbles; he, the speech of whose parents is incisive and accurate, speaks incisively and accurately. And these results are obtained consciously. He tries to act and speak as do those whom he loves. The greater part of what he does during the first five years of his life is shaped by his effort to imitate others.

But this faculty of conscious imitation is not inactive in later years of the child's life. If he has imitated bad forms of speech and manner in his home, they are to be supplanted through his repeated imitations of better forms in the person of his teacher. These are the years in which he is learning to do, well or ill, by doing. If well, it must be through the example, as well as the precept, of one who does well. If his speech is rough, indistinct, and faulty, it must become smooth, clear, and true through the attempt, con-

scious and unconscious, to copy the forms of one whose speech illustrates the characteristics sought. It is because of the tendency in the young to imitate what they admire, that example is better than precept.

But as soon as it is possible motive should take the place of example. The child may not know, nor be able to understand, why he is asked to pause after an important word in a line, and it may be necessary to show him what you mean in many examples; but the youth should be able to see that the pause gives the listener time to take in the meaning of the important element before the ear is disturbed with other sounds.

There are two statements of doctrine, neither of which does it seem safe to follow: 1. "Never read to a pupil what you want him to read to you." 2. "Never let the pupil read till you have given him a pattern." It is a great fault to follow the first in early years, and as great a one to follow the second in later years.

The number who have committed the first fault is legion; and they have wasted the time of little fellows trying, by a system of questioning, to bring out tones and inflections of which the pupils have had no conception. No one is likely to express well what he does not understand. And one reason for the latter condition is, that in their childhood days, when the vocal organs were flexible, these persons had no finely trained voice whose beauties they tried to imitate.

If in every primary room in the land there could be a sweet-voiced woman of incisive character, whose pupils were invited to repeat inflections, sounds, phrases, and sentences in pure tones of her giving, much of the roughness and indistinctness of utterance in the upper grades would not appear.

- College professors in the United States get an average salary of $1,530.

- Germany is the least illiterate country in Europe. For example, of persons above fifteen years of age in Germany, 94 per cent. can read, while in Great Britain the percentage is 91, in Austria and France each 88, in Italy 74, in Spain 69, and in Russia 53.

THE ELEMENTS OF MACHINERY.

A LESSON FOR THE CLASS IN PHYSICS.

Theoretically there are four simple machines or elements of machinery. They are:

I. An inflexible bar without weight, moving without friction, or other resistance, about a fixed point.

II. A smooth, unyielding plane, whose position is neither vertical nor horizontal.

III. A perfectly flexible cord without weight, moving without friction or other resistance, about a fixed point.

IV. Two columns of water confined in tubes of different sizes, and communicating with each other.

These simple machines are named respectively the *lever*, the *inclined plane*, the *pulley*, and the *hydrostatic press*. It is evident that no one of them (except the last) can be realized in practice. Why?

Mathematical computations are based upon the theoretical concepts of machines as above defined, and the results are modified to make allowance for the weight, friction, resistance of medium, and flexibility, or want of it.

The *wheel and axle* is a form of the lever, and the *screw* and the *wedge* are forms of the inclined plane; but the pulley is essentially unlike any other of the simple machines. So also is the hydrostatic press.

The screw can not be used alone. What other machine must be used with it to make it effective?

Is the pulley a form of the lever? Why?

Is the "grooved wheel" an essential part of the pulley?

The relation of power and weight in the "block and tackle," or movable pulleys with continuous cord, is sometimes given. $W = P \times$ twice the number of movable pulleys. In what case will the statement not hold true?

The general law of machines is, "The weight multiplied by the distance through which it passes, etc." To which one of the machines will this law not apply? What word added will make it apply to that one?

FOOD FOR MEDITATION.

BY H. M. ANDERSON.

"Every child that comes into the world has a right to an education."

Children come into the world without any wish or will of their own, and would certainly perish if food and clothing were not provided for them. Their helplessness is even greater than that of many of the lower animals, being without those animal instincts which enable the young of the brute creation to provide for themselves very early in life.

This duty naturally devolves upon parents and guardians, but when they fail, it matters not from what cause, it is left for others, perhaps not directly interested, to assume the responsibility. It would, perhaps, be less cruel to permit them to perish thus early in life rather than to be brought up in ignorance of how to protect, guide, and teach themselves, and with capabilities of suffering greatly increased and magnified, without knowledge of relief or remedy.

The State usually attempts to provide for the education of all its youth, whether rich or poor; but how far it falls short of the desired achievement is too well known to need discussion. Education has to do more with the future than with the present, and as large objects at a distance are visible because of their magnitude, so it is with our moral as with our natural vision,—the dimensions of the vast are reduced by remoteness to the size of the minute in proximity. Many parents, abundantly able to provide for the proper education of their children, fail to do so because they do not understand the importance and advantage which an education gives its possessor.

If a man wishes advice on a legal question, he will consult the best legal talent; if any of his family become ill, the best medical advice is sought; yet, if he have a child to educate, anybody will do, and that, too, when the teacher will have more to do with moulding the character of the child, than, perhaps, all other elements combined.

Different opinions will always be held of the importance of education by different minds. Those who think best on the subject will still think differently, and this difference will be in proportion to the difference in their respective powers of comprehension and forethought.

The importance of education who can doubt!

Are not intelligence and virtue the support and stability of our government?

Does not an ignorant man or a criminal have the same right to vote as the intelligent, law-abiding citizen?

Paradoxical as it may seem, there is a direct relation between the salaries of teachers and the education of the youth of the nation. There is, also, a relation between the salaries and qualifications of teachers.

Qualifications are found to decrease as the square of the distance from a good salary increases.

Corollary:—poor salaries secure poorly qualified teachers. Poorly qualified teachers,—secure the want of an education to their pupils.

An eminent educator, one that has probably done more for the cause of education than any other man in America, gives expression to the opinion that it would be a mercy to abandon a child physically, compared to leaving him alone intellectually and morally.

An education embraces the cultivation of the physical, intellectual, and moral nature. After giving a brief glance as to what education is, from a professional standpoint, it is attempted to demonstrate that special training is necessary to qualify teachers for their profession; that just compensation will enlist better talent; that poor teachers are a natural sequence to poor salaries; that the teachers are as competent as public opinion has demanded, or their opportunities could produce; that legislation will be most efficient means of securing a satisfactory adjustment of the difficulties of the question; that a teacher should receive a sufficient remuneration for his services to enable him to live in keeping with his social position, to educate his children, to lay up something for the "rainy day" of the teacher's life, and to insure him a competence when his days of usefulness are over, and old age overtakes him.

Some one has defined education to be "cultured growth."

Education, says Wickersham, is an art based upon a science. "Education, as a science, comprehends the laws of the physical and mental constitution of man, and its rel

tions to those means by which he can receive instruction and culture. Like other sciences, education can be studied; and, as in other arts, acquired skill as well as native talent is essential to success. To attain a knowledge of the science and proficiency in the art of education, it seems evident at a glance that special preparation is necessary."

Let us illustrate this by a supposition: A man owns an orchard; he wishes it to be brought to the highest possible state of perfection; he is informed that to do this it will be necessary to have the orchard cultivated. His business is such as to require all his time and attention, and it is necessary for him to procure some one to assume the responsibility of cultivating the orchard, and, as soon as his wishes are made known, there are numerous applicants, all eager and anxious for the position.

Among the number are two—one of whom comes highly recommended from an agricultural college, and is said to be a fine horticulturist, but asks a salary which seems to the man out of proportion to the labor involved and he is rejected; the other one hasn't any book-larnin, and the only knowledge of tree-culture he possesses is what he received from his father with a peach tree limb, well lain on when small. This deficiency is offset, however, by the extremely low salary which he says will be satisfactory. The man's keen business instincts are aroused at the prospect of getting something for less than it is worth, and the tempting offer is accepted at once.

Three years pass away in which he gives no attention to the condition of the orchard, further than to pay the party who has it in his care, for his labor; it occurs to him, that as he took great care to purchase the most approved varieties, that there should be some fine fruit on his trees by this time. He found that orchard a great surprise—in fact surprises were as plentiful as blackberries in a bramble patch.

More expense was found necessary to remedy that man's mistakes, to say nothing of the loss of time, than would have paid the salary of several competent and intelligent men. Enterprises, whether large or small, fail whenever the originators do not appreciate the fact that special preparation is essential to success in any permanent business. Now, if a man cannot grow trees successfully without a fair knowledge of the nature of the soil, the means of working it, and the laws of development, how infinitely less can a teacher, who is ignorant, or careless, of the great underlying principles of education, develop the mind of a little child into the full fruition of possible perfection.

Truly "fools rush in where angels fear to tread."

Since every child has a right to an education; since experience has demonstrated that it is cheaper for a State to educate its youth than to build prisons and poor houses; since an education cannot be imparted except by trained teachers; since the rural schools are taught largely by teachers who have never studied professionally, who are ignorant of their ignorance, and whose scholarship barely enables them, with the aid of a little political influence, to obtain a second grade certificate; since, from an inherent cause, the mass of the people do not comprehend the importance of these things; since all means hitherto employed have failed to correct these evils, it is the paramount duty of educators, philanthropists, and all patriotic people to unite in a common effort to convince the people that their highest interests are dependent upon the education of their children, and to increase educational facilities in every legitimate way practical.

In the words of Horace Mann,—"Will you proffer your aid for the promotion of this object? It appeals to your patriotism. It appeals to your philanthropy. None of you are so high as not to need the education of the people as a safeguard; none of you so low as to be beneath its uplifting power. To be emulous of the good name of your ancestors may be an honor, but to be devoted to the welfare of your posterity, is a duty. The one may be founded on selfishness; the other is allied to religion.

"We invoke your coöperation not so much for the outward and perishable good of your children, as for their inward and abiding good,—not for a temporary object, but for the interminable future. We seek less for their eternal and mutable interests, than for the establishment of those great principles which lie under the whole length of existence. "Let them be educated above pride as well

as above abasement; to be the master instead of the slave of accident and of circumstance; to live less in the region of the senses and appetites, and more in the serener and happier sphere of intellect, of morals, and of religion. Then, though you leave them no patrimony, they will never be poor; though temporal adversity befall them, they cannot be deprived of the substantial part of all happiness."

The following excerpt, taken from a local paper, seems to indicate that the craze for so-called "bargains," will not be diminished from a deficiency in the quantity of cheap materials, in the sphere of teaching at least:

"Now is the time when the school director in the rural district is perplexed at the great number of applicants to keep school! It is estimated that at least ten applicants are on hand for each situation. A somewhat noted teacher was, no doubt, correct when he informed me a few days ago, that one did not need to know much to be able to teach school nowadays. At all events it requires but a small amount of book larnin' to induce the recipient to consider him or herself thoroughly fitted to enter the ranks of teachers."

It is probably in obedience to the desire for cheap bargains that leads the school director to employ an inexperienced teacher at a salary of seventeen dollars per month, in preference to a trained teacher at fifty dollars per month. The director's idea is that any body can teach school; while the teacher's "ignorance of ignorance" causes her to make no other preparation to discharge the duties which she has assumed. Before directors cease to employ cheap teachers, they will have to receive a special training. As one new director is elected every year in each school district, to meet the conditions would necessitate giving every person eligible to the office a special training, which is rather impracticable, to say the least.

Suppose, now, that the legislature which fixes the salary of County Superintendent of schools, also fixes the smallest salary to be paid to any teacher, in any rural district, at fifty dollars per month. What will be the result? Simply this: The director, following the principle of getting a dollar's worth of goods for a dollar's worth of money, will, instead of taking some ignorant, inexperienced teacher, seek the best possible return for his money; and the competent teacher, attracted by the competent salary, responds to the demand; while the ignorant teacher, finding her vocation gone, will either meet the changed conditions by preparing herself for the work, or step down and out. The same benefit will accrue to the schools in either case.

Horace Mann, in one of his reports, says of the school teachers of Massachusetts: "Wherever the discharge of my duties has led me through the State, with whatever intelligent men I have conversed, the conviction has been expressed with entire unanimity that there is an extensive want of competent teachers for the common schools. This opinion casts no reproach upon that most worthy class of persons employed in the sacred cause of education. The teachers are as good as public opinion has demanded. Their attainments have corresponded with their opportunities; and the supply has answered the demand as well in quality as in numbers. Without a change in prices, is it reasonable to expect a change in competency, while talent is invited through so many avenues to emolument and distinction?" What was true of Massachusetts yesterday is true of Illinois to-day. If any one doubts, let him make such a trip through Illinois as Horace Mann made through Massachusetts.

In an address delivered before the National Educational Association, at Madison, Wis., is the following: "One of the surest remedies for the removal of poor teachers in a community is the advancement of salaries. That community will then seek better talent, and the better talent will then seek the better pay. The great problem of the adjustment of the three factors—ability, labor, and compensation—is just now before us for solution. Give to our teachers a scale of salaries which shall recognize grades of qualification and experience, make the ultimate salary one to which the best talent will be ambitious to aspire, and, if you please, confer a life annuity at the end of a given term of service,—say twenty years, and we shall have laid the foundation for a permanent rather than a floating profession." The greatest objection to this scheme was, in my opinion, the permitting of the employing of the ignorant and inexperienced at a low salary.

The letter of the law might be complied ıith, while the spirit of the law was evaded. ıet the least salary of any teacher of any ıral school be fixed, by law, at not less than fty dollars per month, and leave talent, qualications, and experience to make their own ırms above that amount. Do not grade the ıachers,—the poor struggling teachers,—but rade the schools instead. Let the principal f any village school of not less than four deartments, nor more than six, receive not less ıan twelve hundred dollars, and so on ırough the list, and teachers will be like ther professional men—beyond the need of nnuities. How much would doctors and ıwyers make annually if their services should e valued by their patrons?

To further quote the same authority: Unsiness and uncertainty in regard to salary is ne of the most disturbing agencies in our ork. Nothing depresses personal enthusiasm) much as to be constantly harassed as to ne's financial concerns. It is all wrong that e should be driven to our wits' ends to make ır salaries cover our annual expenditures, nd then be forced into a heated, feverish term f excitement lest our next years' income ıould be reduced.

"It is a high crime and misdemeanor of the tate to ask us to expend our best energies in ıe instruction of her youth, and then require ; to use the balance in solving the problem f how to make the week's wages meet the eek's necessary expenses. To remedy this ıormity, equally an injustice to the teacher ıd society, we need first a competent and imartial board to judge of the qualifications of ose who may enter the profession, as in w, medicine, and theology. When once er the threshold we want the protection of ovisional and life certificates, and the assurce of a comfortable living so long as we ntinue our services for the good of our felws; and when we have served our day and ıeration have a sufficient reserve against e 'rainy days' of the teacher's life."

This is the view taken by a prominent edutor, of that phase of the subject relevant to e teacher's welfare.

In our estimation, the same conditions and rests obtain in viewing that phase of the ject, relevant to the interests of the youth of the State, or that their interests are so interwoven, that whatever ameliorates and improves the condition of the one benefits and improves the condition of the other.

A STORY.

The following is an extract from a notebook kept by Mary Baker, a 12-year-old member of Mr. Seymour's science class:

"We passed up to the science class, and took our places around the table. Soon after we were seated, Mr. Reeder came up, bringing a lady who desired to visit the class. Mr. Seymour then had some of us read lesson 14, so that the lady would know something about what we were doing. After this, Mr. Seymour told us a story.

He said about twenty years ago he had a school boy whose father desired to have him go to West Point to school. West Point school gives military drill, to make soldiers of the boys. Well, this boy was taken to West Point, and examined, and admitted. He stayed one year, and then came home. Mr. Seymour got this boy to tell him all about the school. He said that one of the first things he learned was that he must breathe through his nose, and if he didn't, he was punished in two ways. He said he found this out one day. The boys were all brought out on the field, and were told that they were to run a race at the double quick step, and they were to breathe through their noses. When they reached the end of the race they looked back and saw several boys who had fallen in the race, and were just getting up. The other boys, as they looked back, would make fun of the boys who had fallen. This is one way they were punished. Besides this, they were shut up some place. It was not because they did not keep up in the race that they were punished, but because they did not obey the officer's commands, and breathe through their noses.

I think this story is to prove that when we breathe through our noses we can run faster and longer, and do not give out so quick.

Reasons why we should breathe through the nose:

1st. Breathing through the nose warms the air, because it has a longer way to go before it gets to the lungs than it does when it goes through the mouth. When we go out on a cold morning and breathe the cold air through the mouth, it goes right to the lungs before it has time to get warm, and is almost sure to make us take cold.

2d. It purifies the air. For when we breathe the air it always has little particles of dirt or dust in it, and the little hairs on the lining of the nose catch this, and so it is much better for the lungs.

3d. The lungs are better filled through the nose. We found by experiment that when we breathe through the nose it makes the chest larger, or expands the lungs more, than when we breathe through the mouth. And hence it is much better for us to breathe through the nose.

4th. We can stand more fatigue or exercise. This has been proved by our playing circus.

5th. It prevents snoring. And so we should always be careful to shut our mouths before we go to sleep."

ILLINOIS SCHOOL JOURNAL

A MONTHLY EDUCATIONAL MAGAZINE.

PRICE, IN ADVANCE,.....$1.50 *A YEAR.*
IN CLUBS OF FIVE,.....$1.25 "

JOHN W. COOK AND R. R. REEDER,
EDITORS and PROPRIETORS.

NORMAL, ILLINOIS, MAY, 1886.

Entered as second-class matter in the postoffice in Normal, Ill., for transmission through the mails.

Superintendent Raab has recently issued the following:

SPRINGFIELD, ILL., April 26, 1886.

To Whom it May Concern:

It has been proven to my satisfaction that J. B. Ryan, of Cook county, is guilty of immoral and unprofessional conduct; hence I hereby revoke his State certificate granted to him under Sec. 50 of the school law, July 30, 1873. Said Ryan having fled the State under indictment for his crimes, and his present residence being unknown to me, I take this mode of informing the public of this, my action in the premises.

HENRY RAAB,
Superintendent Public Instruction.

The Topeka meeting bids fair to rival the great meeting at Madison, two years ago. From all sides we hear indications that Illinois will have the banner delegation. Many superintendents have arranged their summer institutes so as not to interfere with the attendance of their teachers. The probabilities are that Kansas will suffer an invasion unlike anything in her experience. Many a New England schoolmaster and schoolma'am will get their first view of the great west. The authorities of Topeka guarantee that the town shall be properly picketed against strolling bands of Indians, so that the visiting strangers may dispense with anything more destructive in the way of weapons than a sun umbrella. The hospitality of the city is unbounded and its supplies limitless. Spread the news!

All who have been so privileged as to know Mr. and Mrs. Marshutz, of Shelbyville, will be saddened by the news of the death of their only daughter, Kittie. Her funeral occurred on the nineteenth ultimo.

It was the writer's pleasant experience to enjoy the hospitality of their beautiful home only a few weeks ago—a home that was filled with sunshine by this gentle girl and a younger brother. Many of our readers will remember her, as she was with her father in Springfield at the December meeting of the State Association.

The tender sympathies of their many friends are with Mr. and Mrs. Marshutz in their exceptional bereavement.

A lover of the young could not be indifferent to Kittie. Although she passed out of their sight just as she was entering the happy years that precede early womanhood, her memory will always be a gracious presence in their shadowed home.

Prof. McCormick, at a recent institute, related a suggestive experience. One of the duties that fell to his lot, when a boy, was the churning. As he was about starting on a fishing excursion, one time, he was quietly informed that it was churning day. After many extravagant promises of what he would do after his return, he was permitted to depart. The anticipated sport was seriously marred by the thought of what was waiting for him at home. On his late return he found the churn in the customary place and at once began the irksome task. After an hour of diligent labor, and with no indications of success, he looked up the head of the family for advice. The explanation was a simple one. The churning had been attended to in his absence.

How many of our pupils are churning buttermilk? How much cream is there in the old-fashioned parsing exercise? Isn't oleomargarine richness itself compared with the results of the working-by-rule method, still unhappily prevalent in the number work of many schools? It is needless to go through the list, but the query is pertinent, "Are my pupils churning buttermilk?"

Prof. E. J. James remarks in *The Andover Review*, that "Education is a matter of general, and not merely local interest. * * * No community can be sure of reaping the

legitimate fruits of its efforts in the cause of education if its sister communities are allowed to neglect the matter nearly altogether." It is for this reason, largely, that no inhabitant of Illinois can be indifferent to the proposed measures respecting education in the South. Furthermore, we believe that Mr. DeGarmo has suggested, in the present number, the correct solution of the difficulty. There can be no doubt in the mind of any thoughtful persons as to the most crying need of the schools of Illinois. Where there is a good teacher there is a good school. When the number of teachers who have been specially prepared shall have reached such a percentage of the whole number employed as to bring their work clearly before the public in contrast with the work of the unprepared, the matter of wages will assume an aspect that will be wholly new. When competency and incompetency really come into constant competition, there can be no question as to the final outcome. In other words, we believe that the first requisite for any State is teachers, teachers that are specially prepared by study and practice for the delicate and responsible duty of training the young. It may be true that the South is so impoverished that it could not pay teachers if it had a bountiful supply of them. Doubtless there is a great lack of school houses and of educational appliances of all kinds. The general government should, perhaps, come to the aid of the southern states in these particulars, but any plan of national aid that leaves out the idea of training schools for teachers is, to our way of thinking, unphilosophical, and will result in the most serious disappointment to its advocates.

The migratory period for teachers is again approaching. Already we have heard of a score of probable vacancies, chiefly among principalships. The outlook for a great number of changes was never more promising, and the demand for recommendations by traveling pedagogues never more urgent.

The causes that bring about these changes may be classed under three heads: 1. The teacher has failed to make himself popular with his patrons and board of directors, and could not remain if he wanted to. 2. The new board was elected on the issue of his reappointment, and the anti-party polled a majority vote, hence he must fold his tent, perhaps get a testimonial of success from the remaining friendly members of the board, and seek employment elsewhere. 3. He has outgrown his position and salary, and feels that he is able for something better. In many instances the cause of a change is simply a matter of dollars and cents. During the long winter evenings, the village loafers, who create most of the issues in municipal elections, sit around the stove at their accustomed rendezvous, a saloon or the corner grocery store, and discuss the question of economy in relation to the public school. Remonstrance with the directors runs high when a teacher has been retained several successive terms at an increase in salary. Not unfrequently this scum of society controls the spring election.

If a teacher is worthy to be employed, he is worthy to be retained even at an increase of salary. Each month adds to his efficiency in that position, and gives him a better "hang of the school house." Anything that looks toward an increase in the tenure of our engagement ought to be heartily welcomed by all teachers who are in the business to stay. This is an era of protective labor associations. Every class of laboring men constitutes a fraternity, and by systematic organization they maintain their rights and protect their interests. Why don't the teachers of Illinois go and do likewise? We have plenty of organizations, but they are in no sense protective. Who shall be admitted, and what standard of qualification for admission to membership in such an association shall be required are very important questions. Perhaps no more convenient or safe testimonial could be required than a first grade county certificate, or a State diploma. This would include about 11 per cent. of all the teachers in the State, or about 2,200 teachers. Then by some provision other prominent teachers in the State, of whom neither of the above testimonials is required, could be admitted to membership. This would swell the aggregate considerably. Now nearly all the principalships of the State, and most of the other good positions, are held by the class of teachers we have included. Such an organization could easily control hundreds of

the best situations, and also fix the salaries of the same. This arrangement would check the abominable practice of underbidding, so common among teachers. Although school boards are often composed of illiterate men, yet they respect the testimonial of their County Superintendent, and would not think of employing teachers with second grade certificates for the best positions.

It may be urged that the requirements for a first grade certificate differ greatly in different counties. While this is true we must also remember that there is an approach toward uniformity in this matter, and such an arrangement would greatly aid this tendency. If we wait for a perfect standard before we attempt a protective organization, we shall ever remain disintegrated.

Space forbids us to be more than simply suggestive in regard to such a plan. Perhaps some of our readers will shoot "an arrow the self same way with more advised watch." Let us hear from ye brother pedagogues.

The struggle called the "Conflict Between Capital and Labor," still rages all over the country, and seems rather to increase than to diminish. The wisest cannot forecast the outcome, although one who has faith in the general intelligence and love of fair play that mark the American people as a whole, will hope something may be evolved that will remove all just causes of grievance, at least to a large extent. Three things we think may be assumed to be true, viz.: that no struggle of this kind can ever be settled till it is settled on a basis of right; that, in dividing the proceeds of great manufacturing and commercial enterprises, the laborer does not always, or generally perhaps, receive his fair share; and that the sympathies of the community are in favor of the laborer, at least until he forfeits them by rash words and unrighteous acts.

It seems to us that laboring men clearly have a right to do the three things we name below—that is, that their fellow men have no just cause for complaint, if they do them—the question of moral right we are not discussing.

1. They have a right to band together in such "unions" or "orders" as they may choose. We think this follows from the general right of "free association."

2. They have a right to demand whatever they please in the way of pay or privilege. Their demands may be exorbitant or foolish; but the constitution nowhere denies any one the privilege of being a fool—nor does it forbid the other party to say "No," to a foolish or extravagant demand.

3. Unless bound by a time-contract, they have a right to quit work whenever they choose to do so. This follows from the fact that they are free men, and not slaves.

On the other hand, there are three things which they just as clearly have no right to do.

1. They may not destroy property. This is against law in general; and the property of those who are, or have been, their employers cannot be justly made an exception.

2. They have no right to use force in preventing others from doing the work that they have declined to do. Such an act is oppression of labor exceeding any that can be charged to any "grinding monopoly."

3. They have no right to force those laborers who do not choose to join their organization, to leave their work. As in the former case, this is a monstrous outrage upon labor, as well as upon personal liberty.

As for "boycotting," as that term is commonly understood, it is the name of a foreign monstrosity that has no claim to tolerance for a moment.

Perfect *freedom*, in all that the word properly means, should be accorded to both employers and employes, both as to their personal rights and their reciprocal obligations. And it is the business of the law to see that this freedom is not abridged in respect either to what men have a right to do or what they have no right to do. And the whole power of the State or nation should be used, if necessary, to compel both parties to keep within the bounds of right.

We doubt whether law can do much more than this. If the scales of right and freedom between the contending parties can be firmly held, we believe the conflict will work its own solution. Just what that solution will be, we are not bold enough to predict. We think some form of co-operation promises best.

Meanwhile, let the schoolmaster go on, developing as best he can both intelligence and a love of right in the future citizen. E. O. H.

BOOK TABLE.

SENTENCE BLOCKS FOR BEGINNERS IN READING.

Our readers are familiar with the name of Miss Sophy G. Kenyon, from the helpful articles on primary work which she has contributed from time to time, to the pages of THE JOURNAL. She has devised a most ingenious and helpful plan of instructing children in reading, color, number, etc.

Imagine thirty-six cubical blocks, painted respectively red, blue, yellow, green, orange, and purple—six of each kind. The blocks in each color make six sentences, the numbers on the faces serving as a guide in obtaining the words of the sentence. For the first, six 1's must be turned up. The capital letter shows the first word, the arrangement of the others being left to the child, but after No. 1 is correctly formed, the blocks are all in the proper places for the remaining five sentences. From No. 1 the blocks are turned over towards the person using them until 4 is uppermost, then 5 is found by turning each block once to the left. 6 is two turns to the left from 5. Besides the thirty-six sentences formed in this regular way, the number may be multiplied indefinitely by mixing the numbers and colors. The first sentence on the red blocks (The cat can see a rat.) may be changed by turning the first block to My, This, A, or That cat———. By turning the second block, the subject is changed to boy, pig, hen, girl. Ann. Turning the fourth block from 1 to 3 changes *see* to *get*. The other numbers of the last block make changes in the object. The patent will include script. These blocks are designed for aids in color, form and number as well as reading.

For further information address the patentee, Miss Sophy G. Kenyon, Joliet, Ill.

MANUAL TRAINING THE SOLUTION OF SOCIAL AND INDUSTRIAL PROBLEMS, by Charles H. Ham, New York, Harper & Brothers.

Mr. Ham has produced a remarkable book. The Chicago Manual Training School furnishes him the particular theme, but the book is far more than a description of any institution. It is a history of the development of trained industry. Nor does that adequately describe it. It is a many-sided book, and is written in a style at once so lively and fascinating that it is as readable as a romance. We heartily advise our readers to purchase it, to read it, and then to pass it along to the boys of their schools. The fine arts sink into comparative insignificance when compared with the useful arts, and the boy who follows Mr. Ham through his pages cannot but catch his enthusiasm and admiration for that spirit of invention and production that has made our civilization the marvel of all time.

The book can be secured from the Chicago agency of the publishers.

TALKS WITH MY BOYS. By William A. Mowry, A.M., Ph. D Revised Edition. Roberts Bros., Boston.

We noticed the former edition of this valuable book last year, and commended it to those who have charge of boys.

The following are some of the topics discussed: Concentration; How to Acquire It. A Purpose in Life. "Black the Heels of Your Boots." Dogs and Boys. What Shall Boys Do? President Garfield's Election and Death. Be Exact in Thought and Word. What Do the Boys Read? Practical Christianity. A Lesson from History. What Geometry Will do for a Boy.

It is one of those books that every principal needs for occasional readings to his school, or to pass out once in a while to some pupil who needs to be put into right lines

ESSAYS ON EDUCATIONAL REFORMERS. By Robert Herbert Quick. Reading-club edition. Syracuse, N. Y. C. W. Bardeen. Price $1.00

This is another of those volumes that reading circles have created a demand for, and that have been republished in convenient form for American teachers.

Much has been written respecting the relative values of general and special literature for reading-circle courses, but whatever may be the best policy it is very certain that the adoption of books of this character has rendered thousands of teachers familiar with phases of educational reform that have heretofore been a sealed book to them.

Certainly teachers should not be ignorant of such names as Ascham, Comenius, Locke, Rosseau, Basedow, Pestalozzi, Jacotot, and Spencer. Heretofore, familiarity with them has been possible to him only who had access to ponderous cyclopedias and voluminous reports.

Here material is presented in compact form and at small expense. Respecting it Gen. T. J. Morgan, principle of the Rhode Island State Normal School, says:

"The book comprises a series of sketches of the most prominent men of modern times who have contributed to the improvement of education, either by setting forth a truer philosophy of what is involved in education, by correcting prevailing ideas as to method, or by their practice have shown a better way of teaching.

"With the suggestion that study *should be made interesting*, we most heartily agree. How this may be done, the attentive reader will be helped in learning by the study of this admirable book Its perusal by the teachers of Rhode Island cannot fail of producing immediate important, and useful results."

WORDS AND THEIR USES, PAST AND PRESENT. A Study of the English language. By Richard Grant White. Ninth edition. Houghton, Mifflin & Co, Boston.

Richard Grant White is too widely known as an expert in the field indicated by the above title to need more than passing mention. It is nearly sixteen years since this book came from the Riverside Press, and the numerous editions through which it has gone are the best tribute to its excellence.

For those who are not familiar with this work it may be well to quote some of the topics discussed. The book contains about 450 pages, and discusses, among other topics, Newspaper English, Big Words for Small Thoughts, British English and "American" English, Style, Misused Words, Some Briticisms, Words that are Not Words, The Grammarless Tongue, etc.

The chapter on Misused Words, which occupies about 80 pages, is one of the most interesting and practical as well for what it prevents as for the sense of discrimination that it tends to develop.

The author rarely uses his sarcasm more effectively than in criticising the bad use of such words as abor-

tive, adopt, affable, aggravate, consider, consummate, convene, executed, expect, etc.

The book is in good form for school use, being compact, well-bound, and printed in good, clear type.

It should be in every school library, as it is the work of an acknowledged specialist in a department of work in which the teacher is endeavoring to do his part.

The price is $1.00.

THE MAGAZINES.

THE CENTURY.

THE CENTURY for May contains its usual quantity of good things. Julian Hawthorne has an article on Hawthorne's Philosophy; Rev. T. T. Munger contributes a suggestive article on Evolution and the Faith.

There are several finely illustrated articles, among which are, American Country Dwellings, The Flour Mills of Minneapolis, The Lick Observatory, and the Breeding of Fancy Pigeons. Among the war articles are Gen. McClellan's last article, The Recolections of a Private, and Gen. Hill's version of The Battle of South Mountain.

The serial, the Topics of the Time, and the poetry, fill an excellent number.

ST. NICHOLAS.

ST. NICHOLAS continues to be a marvel of beauty and interest to old and young. Among its good things are, When Shakespere was a Boy, George Washington, Vegetable Clothing, Wonders of the Alphabet, and a half dozen others. "The Brownies" are on roller skates at last, and the comical engravings afford great amusement.

THE POPULAR SCIENCE MONTHLY.

Teachers will be especially interested in Hon. David A. Wells' Economic Study of Mexico; Development of the Moral Faculty, by James Sully, M. A.; Photographing the Heavens; The Evolution of Language; and The Science of Flat-fish, or Soles and Turbot.

THE ATLANTIC MONTHLY.

THE ATLANTIC for May has an article from John Fisk on The Weakness of the U. S. Government under the Articles of Confederation, that teachers of history will not care to miss. The articles on Memories of London, The Genesis of Bird-Song, The Aryan Homestead, and Longfellow, are of especial interest to teachers, as will be seen by their titles. The serials are full of interest, the new one, The Golden Justice, by William Henry Bishop, making a promising start.

NORMAL NEWS.

Prof. Barton has a new teacher's desk.

The Athletic Club held a meeting last week, and selected June 1 for field day.

Section A have elected their officers, and commenced their spring class meetings.

The zoology class are examining and dissecting perch, just received from Lake Erie.

This year has been marked by unusual interest in the Literary Societies on the part of the faculty.

Judge Hieronymus held a moot court in the Philadelphian Society at the regular meeting, May 1.

A picture of Joseph Gideon Howell was recently procured by the Philadelphian Society, and now adorns their hall.

Miss Flora Pennel is absent on a short visit to Florida, where her parents have been spending the winter. Mrs. Carter is filling her place.

Edwin Combs has returned from Mississippi, whither he went to look after his brother's stock ranch. He will be in school again this term.

Members of Section A are working their themes. Look out for Greece and Rome on commencement day. We would suggest Custer as a substitute for Leonidas.

The botany class are analyzing everything green in the University grounds. Members of Section I and J are hereby warned not to be found loitering about the campus.

Friday evening, May 7, Prof. Seymour will deliver a lecture in the large hall on Southern California. Pictures will be interspersed, and also various specimens which Mr. Seymour collected on his recent visit to that region.

C. W. Hart, of Section A, has been taxing his ingenuity for several days, attempting to draft a constitution for the government of the wily seniors. If he succeeds, it will be esteemed a work of rare merit—surpassing even Locke's Grand Model. It is very appropriate that such an instrument should come from the Heart of the class.

SOUTHERN NORMAL.

A. E. Parkinson, of the class of '82, will deliver the English oration on Decoration Day at Highland.

At the late session of the Cairo Presbytery, Prof. Hull was elected moderator for the next meeting.

W. B. Bain, class of '82, presented Prof. C. W. Jerome with an elegant gold headed cane, a few weeks since.

Miss Mary Wright, valedictorian of the first graduating class, was elected to assist, during the present term, in teaching arithmetic and reading.

Commencement on June 10th. Rev. W. H. Milburn, chaplain of the House of Representatives, Washington, "The Blind Man Eloquent," will deliver the annual oration on commencement day.

Miss Della B. Goodall, class of 82, was married on April 8 to Dr. Henry Mitchell, Dr. Allyn officiating. A special train was run from Carbondale to Marion to accommodate guests from the former place.

At their last meeting, April 9th, the board of trustees elected Prof. Geo. V. Buchanan to become a member of the faculty after July 1. His department will consist of much of the work now done by Prof. Inglis, who will take charge of the department vacated by Prof. Brownlee.

The faculty and students are sorry the army regulations are such that there is no possibility of having Lieut. Starr detailed as instructor of military tactics for another term of three years. His services have been very acceptable, and all regret that his connection is soon to be severed. The appointment of his successor, if made, has not yet been published.

Prof. Buchanan is at present principal of the Salem schools, where he has recently had an episode in the form of a strike among his older pupils. As in most cases of that method of securing desired results, the strikers were obliged to comply with former rules and return to former duties much humiliated and nothing gained. The pupils struck for less hours of school work.

We are pained to chronicle the death of Clyde B. Phillips and John W. Robinson, within a few weeks past. Both died of consumption. Mr. Phillips was the oldest son of Hon. L. M. Phillips, a member of the board of trustees when the institution was opened. The father preceded his son by several years to that bourne from which no traveler returns. Clyde expected to graduate in one year more.

The work on the new building is progressing finely. The walls are nearly completed and present a very attractive appearance. Both the material and workmanship are pronounced by Superintendent Rapp to be first-class and very satisfactory. Two car loads of copper were recently received, valued at $5,000. It is to be used as cornice and other finishings. The architect, Mr. Taylor, was exceedingly particular in details, and judicious in the specifications so that everything has moved along harmoniously.

In no part of the school duties is there greater need for more commodious quarters than in the literary societies. Their numbers are by far more than can be comfortably provided for. The officers at present are as follows: Socratic—President, Cora Williams; Vice-President, L. B. Stevens; Recording Secretary, W. J. Crandall; Corresponding Secretary, J. C. Storment; Treasurer, D. J. Cowan; Editor, Robert Wiley; Assistant Editor, Ora Krysher; Chaplain, May Cleland; Critic, Maggie Kennedy; Pianist, Carrie Blair; Janitor, Thomas Meek; Assistant Janitor, Annie Teeter. Zetetic—President, Carrie Loomis; Vice-President, Dede Meyer; Recording Secretary, Ella Westall; Corresponding Secretary, Geo. W. Ogle; Editor, Harman Campbell; Assistant Editor, Fannie Campbell; Critic, Lou Nichols; Librarian, Geo. T. Turner; Janitor, E. J. Hodge; Assistant Janitor, Callie Johnson. The enrollment is now 350.

PERSONAL.

The El Paso schools close May 19 with commencement exercises in City Hall.

The Benson schools close May 19. Irving Bakewell has done good work there.

Owen Hanson, who taught at Panola this year, has given up the profession and is studying dentistry.

Charles Strothman, a druggist of El Paso, will go to Ann Arbor this fall to begin a three years course in pharmacy.

Emma Sutton, of the East Side, and Barbara Paul, of the West Side schools, El Paso, are now teaching in Woodford county.

Choruses from El Paso and Bloomington are rehearsing, and will sing with the Eureka chorus at the Eureka college commencement, June 16 and 17.

The time is coming when men and women who prepare themselves for a professional career in the school room will be in demand for good positions.

F. L. Stevenson, of Gilman, and Frank McMurray, of Onarga, have declined reelection. They sail for Germany in June, to fit themselves more thoroughly for teaching work.

G. M. Herrick, of White Hall, again lays down the ferule to become a traveling agent for a book firm. Ye pedagogue will meet him, as of yore, at the semi-annual gatherings, and be captivated by his genial manner and seductive eloquence in behalf of his favorite books.

The officers of the High School Principals' Association for the ensuing year are as follows: C. A. Smith, Rockford, president; W. H. Ray, Hyde Park, vice-president; Miss Maggie McNair, Ottawa, secretary; W. H. Hatch, Moline, treasurer and R. R secretary. The next meeting will be in Rock Island, the last Friday and Saturday of October.

A. R. Sabin, of Chicago, delivered an address on Language Teaching, at Pontiac, on April 24.

Edward Busick, principal of the Toledo schools, has resigned to begin the study of medicine.

Mr. Hanna, of the Kankakee schools, has presented a fine collection of shells to the high school.

The Southern Illinois Teachers' Association will hold its next meeting in Du Quoin, Aug. 24–26, '86.

F. W. Dundas, of Chrisman, leaves teaching to take to the law. He will settle at Paris, Edgar county.

Principal J. D. Hess, of Griggsville, has been engaged for another year, making his third year at Griggsville.

Principal Powell is giving excellent satisfaction at Upper Alton this year. He will be retained another year.

Prof. Inglis, of the Southern Illinois Normal, will instruct two weeks at the Bureau County Teachers' Institute, in August.

Prin. L. S. Ham remains another year at West Pana. Mr. Ham is an excellent school man, and his services are appreciated at Pana.

An informal meeting of the principals and superintendents of Central Illinois, was held in Tuscola, April 30 and May 1.

The Springfield Board of Education have lately purchased Andrews' new wall maps for all the ward buildings in the city.

Miss Lou Tippett, of Cumberland, has left the school room for the fireside. She has hearty congratulations from old Normalites.

Kankakee county schools will be represented in the county fair this year An examination was held March 26, to prepare the competitive work.

County Supt. Miller, of Cumberland, announces that he will not be a candidate for reelection. Probably, however, his friends will force the office upon him.

John Trainer, the well-known superintendent of Macon, will not be a candidate for re-election. The schools cannot afford to lose the services of such men.

F. J. Parsons closes a successful year as principal of the Manteno schools, June 15. Mr. Parsons has been one of the most active workers in the county association.

J. P. Whightsell, principal of the Greenup school, has been reelected for next year, and will conduct a teachers' drill this summer, besides making a canvass for county superintendent.

Principal Geo. Harrington, the efficient principal of the Carlinville schools, is talked of as the republican candidate for County Superintendent. He is a good man for the place.

One of the daintiest programs it has ever been our fortune to see, is sent out by Principal Givler, of the Cerro Gordo schools, announcing the graduating exercises. It speaks well for teacher, pupils, and school.

John T. Bowles' work in the Lee county institute last year was so much appreciated by the teachers and the superintendent, that he has been engaged for another term of three weeks in the same county this summer.

The leading teachers of Vermilion county evince a commendable zeal to take higher rank in the profession. Three of the Danville teachers, Messrs. Jones, Mead, and Perrin, have recently been taking the examination for State Certificate in Indiana. In that State the examination is held in each county, and the work is taken in monthly installments extending over several months. Mr. L. F. Slagle, of Oakwood, is reviewing with the intention of taking the examination for Illinois State Certificate next August. Mr. M. J. Coleman will attend Mr. Wells' school, at Oregon, Ill., during the summer vacation.

Brother Tracey's administration of the Kankakee schools, is so popular that the Board has a new building in contemplation.

The high school will graduate a class of twelve this year. This is the largest class in the history of the school.

The schoolmaster is not exempt from military duty if he belongs to the militia. C. F. Hobert, of Neoga, had to lay down his ferule and pick up his musket when the troops went to East St. Louis. He knows how to handle strikers, and probably will have no "tie ups" in his school.

Silas Y. Gillan has been unanimously reelected principal of the Danville high school. Mr. Gillan will work in the usual number of summer institutes—the "usual number" being as many as the summer months give him time to reach. He is in strong demand as a lecturer, also.

Prof. Pike, Jerseyville, is one of the hardest workers in the State. He closes his twelfth year at Jerseyville in June, when he graduates a class of twelve. Jerseyville High School ranks with the best in the State. Forty-five students outside of the district are in attendance this year.

At the Civil Service examination recently held in Chicago, Danville was represented by a delegation of half a dozen or so, among them an ex-editor and lawyer, a ward school principal, and a graduate of the high school of last year's class. We now look for the lightning to strike at any moment.

A. B. Martin, principal of schools, Indianola, had occasion to reprimand one of the "big girls" in his school, but she did not take the reproof kindly, and the teacher was forced to use Solomon's remedy for the redemption of refractory youngsters. Result, an angry father, a law-suit, and a verdict of acquittal. Hon. J. B. Mann was the attorney for the defense.

J. D. Benedict spends much less time in hand-shaking than the other candidates. He has no opposition This is a high compliment to his able administration of the office during the past five years. As a nomination by the republican party is equivalent to election in Vermilion county, a continued vigorous county superintendence for at least four years longer is assured.

Rev. Early, formerly pastor of the Christian church of Danville, after a sojourn of two years in Kentucky, has returned to this State, and has about concluded to leave the pulpit, and return to his former occupation of teaching. He has recently been visiting the Danville public schools in a systematic manner, passing through all the grades, and remaining half a day in each room.

Father Brand, of Jo Daviess County, has finished his examinations, and, with the exception of unusually bright applicants, has granted certificates to none of those who were less than eighteen years of age. Those teachers who flatter their bright boys and girls into the belief that because able to "pass" in the studies, they are ready to take charge of a school, get no encouragement from Mr. Brand. He insists that the beginner should take a course of special instruction before he is ready to begin.

The address of welcome to the School Principals of Illinois, at their meeting to be held in Danville, July 1 and 2, will be delivered by Hon. E. R E. Kimbrough. Mr. Kimbrough is a graduate of the State Normal University, of the class of 1873, and taught a few years after graduation. Since entering upon the profession of the law, he has by no means lost interest in school matters. For six years past he has been a member of the Board of Education, and was recently reelected. During the two terms which he served in the legislature, school men could always depend on his hearty support of measures to further the interests of popular education. He is probably the most popular democrat in the district, and whether he will be a member of the next legislature is a matter that depends wholly on his own choice.

CHICAGO NOTES.

My Dear Journal:

Since my last letter, Mr. Hicks, our efficient and faithful supply agent has died, after a long and painful illness. The Board of Education, recognizing the civil service sentiment which is abroad in the land, has elected Mr. John Guilford to the position vacated by Mr. Hicks' death. Mr. Guilford has been in the employ of the Board for sixteen years, having entered their service as errand boy. Afterward he became assistant bookkeeper, then bookkeeper. His salary as supply agent is $2,750 per year. He will make a capital officer, and will be in high favor with the principals and teachers. His appointment is the more commendable, as he is a strong republican, and the Board is four-fifths democratic. This is but another instance of the liberal mindedness of Carter Harrison's appointees. With all his faults, Mayor Harrison has made the best Board of Education that Chicago has ever seen. One such man as James R. Doolittle, Jr., has been of more value to the schools than whole boards of the Medill order. Mr. Doolittle would move heaven and earth to furnish light and pure air to the children. The old Medill board nailed up the ventilators to save fuel. We have to thank Carter Harrison for the splendid service he has rendered the school by his appointments.

Your readers will remember the great rumpus caused at Oakland last summer by the failure of the board to re-elect Charles I. Parker, who had been principal of the school for ten years. A large circus tent was hired, and mass meetings were held, in which unlimited indignation was expressed at the unwarranted action of the board. This was coupled with the most fulsome adulation of Mr. Parker, and the most disgusting detraction of Mr. Matthew Andrews, who had been elected to succeed him. Lawyer Hardy was the prime mover in the last named proceedings, and it is not at all to the credit of Mr. Parker that he sanctioned and abetted them. Mr. Hardy went to Galesburg, where Mr. Andrews had made a splendid success for ten years, and tried to bulldoze him into a resignation. Failing in this he left no effort untried to find something reflecting on Mr. Andrews' character. It was all to no purpose. Mr. Andrews had engaged to teach the school, and teach it he did with pronounced success.

The "pot has been kept boiling," however, the whole year through, and the Parker party had given it out that all opposition would be crushed out of recognition at the spring election. It has been claimed that aside from the opposing members of the board and the representatives of A. S. Barnes & Co., the whole district was unanimous for Mr. Parker and the old regime.

A lively fight was had at the election, each side polling its full strength of votes. Lawyer Hardy "got left" pretty badly, and Mr. Andrews is shown to be "solid" with the Oakland voters as well as with the school board. It is but justice to Mr. Parker to say that he had nothing to do with the fight, but doubtless, "Barkis was willing" to return to Oakland.

After the contemptible attacks made upon Mr. Andrews, all hereaway are delighted at the result of his manly course during the last year's trying ordeal.

Mrs. Nightingale read a very pleasant paper on the "Del Sarte System" before the county meeting this month. She made some excellent points, and delivered her lecture in a clear and forcible manner that held the close attention of her audience.

At the Principals' Association, the order of the day was a discussion upon the "Employment of Little Children in School, when not in Recitation." Mr. Bright was to open the discussion. If he had occupied ten minutes instead of thirty, his speech would have been more effective. He pointed out some of the ill effects from overuse of the slate and pencil, but presented no adequate equivalent for it. Mr. Bright is not a good speaker, and writes only fairly well. If anybody doubts the latter, let him ask Mrs. Haynie.

Mr. Sabin made a strong point against careless copying, and Mr. Kirk could see no benefit in copying at all. Mrs. Young thought there was none too much of writing by the little children. In fact, she seemed to think things are about right, so far as work given children to do is concerned. She indulged in some sharpness as to the cadet system now in vogue. She thought the greatest need of Chicago schools was a revival of the old Chicago Normal. There used to be genuine inspiration, and the young ladies all went out with a purpose "to do or die." Consequently success was sure to perch on their banners, and there was no need of all these new notions about employment of children. Mr. Delano, who was present, took the taffy with becoming humility. He was the former president of the Normal, and Mrs. Young was the faculty. The discussion was not as profitable as it was expected to be, although some excellent suggestions were made by some of the lady principals.

This is vacation week, and all Chicago is getting ready to move, the first of May.

The saddest sight ever seen in this great city, is the carting of household goods about the streets at this season of the year, it is so indicative of the unrest and want of home feeling which characterize Chicagoans.

X. Y. Z.

CORRESPONDENCE.

SUPPLEMENTARY READING.

We were all proud of the Peoria meeting; of the energy of the executive committee, of the excellent program, and of the large and attentive body of teachers in attendance; but we had in the carrying out of the program an example of what is seen in nine out of ten of the programs presented at our teachers' gatherings, viz: *no time*, for discussing certain of the points, on which it was evident there were many present who, being older in the work, could have given, were ready to give, and would have presented for us, had opportunity been given, much that would have been of real value on certain of the papers, excellent as they were.

On the above topic, for instance, the leader presented many fine thoughts, and they were appreciated. Mr. Reeder gave us some good points in respect to statistics, what he *had* done with the newspaper in school, his objection to the use of it, etc., but just when he came to the "*What are you doing about it?*" time was called and there could be no more on that topic.

Mr. Reeder, what did you do when you thought it best *not* to have the daily in school? Did you banish it entirely because you found that certain of the pupils were getting from it what you did not desire? Did they not see that fact? Had they not the same papers at home? On the ground of "forbidden fruit" would they not read it there?

How the daily news and current articles are managed in the school was a topic on which many who were there are working in many different ways, doubtless. *How?*

I found the same trouble Mr. Reeder did. Some read the wrong thing. I tried to impress them with the effect of misspent time on their characters, and tried to have them feel the difference between good and bad reading. I suggested that instead of the papers, we each bring daily such things as we found, that we thought specially worthy of our attention. I glanced over the slips and calling attention to leading sentences, which we had agreed to mark in margin for easy reference, led the class to make decision for or against the piece, as to its being read as a whole or talked of briefly.

From among the slips of yesterday the class made selection of such as had better receive further attention, in a brief discussion, and also such as were worthy of a place in a carefully indexed School Scrap Book as being something we should like to refer to later.

To illustrate: When Gladstone made his recent speech, although it was too long to be read in full, the class thought it would be discussed by the papers in the next few days, and to be thoroughly intelligent on the subject, they had better have it where they could refer to it. Two or three of its main points were stated as simply as we could, and the speech left. I think there are few who have not read the whole speech since. Powderly and Gould wrote a long letter each to the other. They thought that probably considerable would be said about them, and they wanted the original saved for future reference.

When the Chinese ambassador was refused permission to land in San Francisco, they wanted to save the notice and see what came of it.

When Senator Miller died, they were anxious to know just how his unexpired term would be filled, and were much interested in the fact that the governor of California should appoint a gubernatorial opponent of himself to fill the vacancy.

The Peach-blow Vase we decided at once "a fraud," but "folks will talk of it, and we wanted to know, you know." When we first saw the notice and a picture of it, we decided that in two weeks it would be "a dead vase," and so it was.

We take the *Weekly Current* and think it the best school paper published. From our clippings from the dailies, we have in many cases guessed what Mr. Vaile would tell us about in his next issue, and have been thankful to him for putting that about which we had talked, in such good shape to keep.

Many good geographical, biographical, and historical pieces have been brought and carefully read and reread. We often have five minute exercises in review from the scrap book. I open the book and read the heading, they tell me briefly about the article. I describe the face my eye rests on; they tell the name. I read three

lines from a biography, and they tell the name, etc.

Much good has come to us from some such use of the supplementary reading already in our hands, at no extra expense to any one. *Next.* JOHN T. BOWLES.

Decatur, April 20, 1886.

STATE NEWS.

MACOUPIN COUNTY.

Our County Teachers' Institute will be held at Carlinville, this summer.

Rev. S. L. Stiver, A. M., principal of the Bunker Hill Academy, is holding a "teachers' drill" in the academy building at that place.

The local reading circles, so far as we can learn, are, and have been doing excellent work. Hewett's Pedagogy is much liked by all.

Prof W, A. Rodenberg, of St. Louis, we understand, has secured the principalship of the Mt. Olive public schools for the coming year.

Mr. Hewett, of Carrollton, Ill., has been over portions of the county looking after his interests as to being elected county superintendent at the coming election.

At the Democratic county convention held at Carlinville, on Monday, April 26, G. W. Bowersox, of Girard, "won the day" for the superintendency of "Old Macoupin."

From Prof. J. Evans, of Virden, we learn that a Teachers' Review will be held there, beginning May 5 and continuing five weeks. Supt. Bowersox will be present at the close of the term, to examine applicants for certificates.

Prof. Kennedy and his seven assisstants of the Staunton public school, has closed a very successful term of school with appropriate closing exercises. In the local paper of that place, a complete outline of the work done during the term of seven months, appeared a short time ago.

G. W. Bowersox, of Girard, our present county superintendent, and Mr. Hewett, of Carrollton, Ill., are both candidates aspiring for the county superintendency. While we have nothing to say against Mr. Hewett, as he is a stranger here, we are of the firm conviction that the majority of our co-laborers believe it would be difficult to improve on the present incumbent, and the universal opinion seems to be that Mr. Bowersox will be re-elected by a large majority. During the time he has been occupying his present position, he has undoubtedly given general satisfaction, and justly merits the commendation he receives. It is true, occasionally a teacher will say, "he is very rigid in his examinations," but "people will talk, you know."

KNOX COUNTY.

Mr. F. D. Thomson, of the Summit schools, one of the best qualified and most successful teachers in the county, has concluded that he needs a college education if he expects to be a teacher; so he enters college next fall.

Arithmetic and language are the branches that have been most affected by a common sense application of the kindergarten principles. Miss F. Lillian Taylor, of the Galesburg schools, is the prime mover in this work. Knox county has a Kindergarten Association.

Knox county, like all other counties of Illinois, must elect a superintendent this fall. No one is mentioned for the office except the present incumbent, G. W. Oldfather. Mr. Oldfather has not only the qualifications for the office, but also the confidence of the people.

Organizing libraries and object teaching have been the distinguishing features of this year's work in the schools of Knox county. There are only two or three graded schools in the county, we are told, that have not a library of at least fifty volumes, and some dozen or fifteen country schools have, this winter, made respectable beginnings at libraries.

Miss Lottie Goldquist, Principal Seventh Ward, Miss H. L. Doll, Principal Fifth Ward, and Miss Eugenie Fuller, teacher of the sciences in the high school (all of Galesburg), have given very successful school entertainments this winter. In each case, from $25 to $40 were the net proceeds. These amounts were invested in books for their school libraries.

Yates City and Oneida send out more teachers for the ungraded schools than any other towns in the county. The principals of these schools, S. C. Ranson and J. H. Graham, respectively, have been very successful in holding monthly meetings of the teachers in their schools. Their meetings have all been interesting and helpful to the young teachers. They have been well attended. Gentlemen, go on with your good work.

The last Galesburg teachers' meeting was most pleasantly varied by a lecture on Robert Burns, delivered by Alex. Forbes, western agent for Sheldon & Co. The lecture was an exhaustive literary study. Mr. Forbes also gave an excellent talk on reading, explaining the objects he had in view in preparing his series of readers. This was particularly interesting and useful to the teachers of Galesburg, as the Sheldon Readers are now in use in those schools.

From the annual report of the Galesburg schools, the following items are taken: Number of pupils enrolled during the year, 2,112; average monthly enrollment, 1,721; average daily attendance, 1,549; number of teachers, exclusive of superintendent and special teachers, 37; number of pupils to a teacher, based on the monthly enrollment, 47; average cost per pupil for instruction, based on the total enrollment, $9.82; average cost per pupil, based on the total expenditures, $12.66.

SPRINGFIELD.

The city schools close June 4, for the summer vacation.

The modest sum of fifteen dollars is to be spent in fixing up the high school yard.

The junior class have purchased a piano, which they have nearly paid for in two entertainments.

Mrs. Feitshans, the accomplished wife of our Superintendent, started for California, April 6, to be gone probably three months.

The contract for furnishing maps for the Stuart and McClernand schools was awarded to A. H. Andrews & Co., of Chicago. The Stuart school will also have a book-case, in which to put their newly-purchased library.

Hon. Chas. T. Stratton, well known as Republican candidate for State Superintendent of Schools, four years ago, has become president of the Springfield *Journal* Company. The *Journal* has already greatly improved under his management.

"If I were asked," said De Tocqueville, author of Democracy in America, "to what the singular prosperity and growing strength of the American people ought mainly to be attributed, I should reply, To the superiority of their women."

At the last meeting of the School Board a report was presented of the temperature of each school room in the city, recorded once each hour during the month preceding the spring vacation. In two rooms in the high school the average was considerably above 70 degrees.

The estimate of public school expenses for this city for the fiscal year beginning September 1, 1886, is $54,500. For buying land and building three new school houses, of which there is urgent need, and for running expenses when built, the additional sum of $15,000 is required.

The C class have completed Barnes' Roman History and have found the book delightful and interesting. They intend to make of their review an evening's public entertainment, issuing cards of invitation to their friends to be present. They are already eager and busy at work in their preparations.

The telegraph reports of the discussion in the U. S. Senate on the Washington territory admission bill represent two senators as using the opportunity for ridiculing women. It is further stated that their remarks created great laughter. All this may be seemly and decorous from a masculine and senatorial point of view, but probably most women would quite as soon belong to the class who "never become old" as to be a U. S. senator who can use his official position to make it less easy by his sneers for woman to endure the chill wind of the autumn of life, which must come, if life be long; and the senator himself gives us to see that an unbridled tongue is not the exclusive possession of woman.

At the March meeting of the school board, the following resolutions were adopted:

WHEREAS, The school accommodations in Springfield are inadequate to accommodate the present and growing school population of the city of Springfield; and,

WHEREAS, There is a large surplus of revenue lying idle in the United States treasury, derived mostly from taxes to which every person contributed nearly equally; and

WHEREAS, The Senate of the United States has passed the Blair bill by a vote of 36 to 11, distributing $77,000,000 of the surplus on the basis of illiteracy among the States; therefore, be it

Resolved, That we earnestly request the member of the House of Representatives in the Thirteenth District to vote for the bill.

Resolved, That a certified copy of these resolutions be forwarded to the representative of this district in Congress, and to the United States Senators from Illinois.

The April Teachers' Institute was addressed by Dr. Hewett, of Normal University, in a masterly summary of the principles of pedagogy. He was never more interesting, and his sensible, clear, forcible statements cannot help but aid and inspire all who had the good fortune to hear him. There was in the address a certain tone of deep sympathy with those who are groping blindly above for light, with perhaps less of a dictatorial attitude than is often the case with men who have the right to speak with authority. He cleared up difficulties and laid a broad basis on which to build. His words came home to our business and bosoms, and thrilled with life the weak intent. We thank you, Dr. Hewett.

EMILY A. HAYWARD.

☞ *Considerable interesting news is crowded out of this number, but it will appear next month.*

THE READING CIRCLE.

The directors of the Illinois Teachers' Reading Circle are now making arrangements for the examinations to be held in June and July. They will be of such a character that no teacher, who has read the work outlined, need fear to take them. Neither will they be such as to involve a great amount of work. The answers will be brief, so as not to impose too much work upon the examiners. In the school law the examination will be limited to the school, the directors, and the teacher—that is, no questions will be asked except on these topics. By taking a copy of the school law, and using the index, any teacher can prepare himself to pass the examination creditably in a couple of hours.

I repeat the request to county superintendents and county secretaries to notify me, as soon as possible, how many teachers will probably take the examination in their respective counties. Will there be any in the Advanced Course?

E. A. GASTMAN.

PUBLISHERS' NOTES.

For larger salaries, or change of location, address Teachers' Co-operative Association, 170 State St., Chicago, Ill. ORVILLE BREWER, Manager.

Go to H. B. Bryant's Chicago Business College and get a thorough, practical education—something that can be put into immediate use. It will pay.

TEACHERS desiring summer work on a guaranteed salary will do well to correspond with LAW, KING & LAW, Chicago, Ill.

The Brockway Teachers' Agency, advertised in our columns, has the cordial endorsement of Supt. Howland, of Chicago, Prof. Phelps, of Winona, Gen. Elliot, Springfield, and others. THE JOURNAL is glad to add its cordial endorsement. Teachers and school officers may be sure of the most honorable treatment.

Maxwell & Co. have removed to Chicago, but they left their old store behind them, and R. C. Rogers & Co., their successors, can fill any order for goods in their line. If you want a book that your dealers can't supply, write Rogers & Co., and get it by an early mail. Students, drop in and see the opportunity for bargains. North Side Court-House Square, Bloomington.

The Pantagraph Stationery Company, of Bloomington, Ill., are making a specialty of School Diplomas. We took occasion to look through their stock recently and found many exquisite designs. Customers may be assured of the most satisfactory treatment in dealing with this firm. We speak from an experience of five years, during which time we have never had a single cause for complaint.

BOOKS SENT POSTPAID.

Hewett's Pedagogy, $1.07; Cook's Arithmetic, .60; Haynie's Grammar, .56; Seymour's Simple Dissections, .20; Metcalf & DeGarmo's Dictionary Work, .27; Miss Kennedy's Observation Schemes, .25; Gillan's Lessons in Mathematical Geography, .15; McCormick's Practical Work in Geography, $1. Special rates by quantities. Introduction prices on all text-books. Correspondence invited. NORMAL BOOK AND NEWS Co., Normal, Ill

CURRENT EVENTS—SUPPLEMENTARY READING.

Do you wish to try a good weekly newspaper in your school? For $2.00 Twenty copies of THE WEEK'S CURRENT will be sent to one address, for any Ten weeks, ending by or before June 14, 1886. Or any order amounting to $2.00 or more (not less) will be filled on same terms. Remit with the order.

If you want some good Supplementary Reading for your lower grades, to close the year, enclose 50 cents, telling the grade and number in your class, and you will receive more and better matter than you can get in any other form for the money.

Address,—E. O. VAILE, Ed. and Pub. "Intelligence," "Week's Current," etc., Oak Park (Chicago), Ill.

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Our New School Aids are used for conducting day schools in good quiet order. Each set contains 150 pretty chromo credit cards lithographed in thirty different designs, mottos, and colors, 50 large beautiful chromo merit cards, elegantly executed in fifty different designs, and 12 largest and finest chromo excelsior cards published; price per set of 212 cards $1.00; half set 106 cards 50c. 600 new designs pretty chromos, oleographs, school reports, chromo school reward, excelsior, diploma, merit, credit, birthday, friendship, christmas, new year, scripture, visiting, and fine gift cards at 5, 10, 15, 20 and 30c per dozen. Large set beautiful samples 20c. If you do not care to order samples send any amount you wish, stating number and kinds of cards wanted, and we will surely please you. All postpaid by mail. Price list free. Please send a trial order.

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LLINOIS SCHOOL JOURNAL.

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THE BROOKLET.

TRANSLATED FROM THE GERMAN OF GOETHE, BY J. H. PRATT.

Thou brooklet, clear and silvered o'er!
Thou hurriest onward evermore;
I ponder on the banks alone:
Where is thy source? O where thy bourne?

I come from dark and rocky bowers;
My course is over moss and flowers;
Upon my mirror floats so high
The azure image of the sky.

With childish glee, without a care,
I'm driven on, I know not where;
He who hath called me from my home
Shall be my guide, where'er I roam.

ORO, CAL., May 3, 1886.

LANGUAGE.

BY SOPHY G. KENYON.

III.

While the children have been engaged on language work sketched in the previous ples, they have undoubtedly become fa- iar with the appearance and use of the tation marks from their introduction in reading lessons.

Suppose them to be reading the story of boy who amused himself by calling "The lf! the wolf!" If the lesson is compre- ded by the children, that call and the er, of "Help! help! the wolf! the wolf!" l be given in the tone which they imagine s used by the boy, and when asked to read y what he said they will do so.

Their attention may now be called to the le marks before and after the boy's words, ich they will probably describe as upside- wn commas before, and real commas after the words, and will notice farther that they are on a line with the top of the words.

In examining the lesson the discovery will be made that these marks are used only around the words the boy said. Reference to other lessons will make the application general, showing that quotation marks are used around words that are given just as the person said them.

It is a mistake to leave the work here, thinking that because the children understand the use of the marks on the printed page, and read understandingly all quotations occurring in the lessons, nothing farther is needed in this direction. This is only the beginning, for patient examination of written work day after day is required before the little fingers will indicate on their own pages the thought conveyed by these tiny marks.

In the study of quotations so much is unfolded by changing the position of the marks that the children's wonder is excited, which induces the greatest interest.

This work, aside from the reading lessons, begins with the simplest quotations, which may be drawn from the children in the following manner: Anna holds a pencil behind her, and Willie asks, "What is in your hand, Anna?" The sentence is written and the children tell that, because it is just what Willie said, it requires quotation marks. A child is sent from the room, and another asks, "Where has she gone?" (Sentence written as before.) The question, "What is in your pocket, Frank?" and the answer, "I have some marbles in my pocket," are written and the marks added.

A step in advance is taken by adding to the sentences in this way: John is told to

write something; Mary, when asked, says, "John is writing." Children tell where the marks should be placed, and give reason. The sentence may then be changed to "John is writing," said Mary. Harry runs. Hattie tells what he is doing, and the sentence is written, "Harry runs," said Hattie. Change to, Hattie said, "Harry runs."

In these sentences only proper nouns have been used which the children know begin with capitals; now, sentences must be formed to show that a direct quotation begins with a capital letter. Willie said, "The box is on the table." It is best for the teacher to write the sentence correctly, then show the reason for using the capital by leading the children to see that the word *The* is the beginning of Willie's sentence, and to notice also that the comma is used to separate the quotation from the previous part of the sentence. Quotations involving the use of the other terminal marks naturally follow, as, "Where is your hat, Ralph?" said Lizzie. Frank is told to imagine a circus is coming, and his cry makes the sentence, "O, look at the elephant!" called Frank; or, Frank called, "O, look at the elephant!" Divided quotations come next in order. Teacher writes such sentences as, "Bruno," said Tom, "lie down." "Mary," said Lucy, "are you ready?" "Yes," answered Mary, "I am ready now."

After the drill already given, the children will readily place the quotation marks, although they will probably think the second part should begin with a capital, but this may be corrected by showing that the word included in the first marks is the beginning of what was said. The children will be interested in the discovery that a change in the position of the marks produces a change in the meaning of the sentence, for instance, "Tom," said John, "will you let me ride on your sled?" may be changed to, Tom said, "John, will you let me ride on your sled?"

An abundance of seat-work accompanies these lessons. In connection with the reading lessons, the sentences containing quotations may be copied, or questions placed on the board to be answered on the slates or paper. Take "George's Walk," in Swinton's Second Reader. Questions written—What did George say to the cow? What did the cow say to him? What did he say to the duck? What did the duck say to him? Answers from children—George said, "Good morning, mulley cow." The cow said, "Moo, moo!" George said, "Good morning, Mrs. Duck." The duck said, "Quack, quack!" For more difficult work imaginary conversations may be carried on by persons represented in a picture. From the picture on page 46 of "How to talk," something like the following may be produced: "Would you like this apple, Kitty?" said mamma. Kitty said, "If you please, mamma, I should like it very much." The man sitting at the organ said, "Shall I play for you?" Kitty's mamma said, "I should like to hear some music."

The children have now become comparatively skillful in constructing and changing sentences. In reaching this point the aim of the teacher has been to build, keeping in mind that synthesis precedes analysis, thus, beginning with such a simple sentence as, The fan is red. Additions have been made in various ways, until now we have one like "The girl's red fan, an inkstand, and a knife are on that table," said Ned's father.

The exercises the children have had in studying and describing pictures, and changing sentences from one form to another, has gradually prepared them to form for themselves a definition of a sentence, which, in the first steps might have been memorized but not comprehended.

To develop the meaning of sentence, an object is used, something new, if possible, at least interesting enough to excite thought. A picture of Santa Claus with a pack of toys on his back, is the object for consideration in the present lesson. The teacher says, "I want you to look at this picture very carefully, and by and by tell me something about it." "Why are we going to wait a little while before telling anything?" Answer—"So that we may think about it." "That is just the reason, so try how much thinking you can do in a very little while." The picture is soon removed, and the children asked what they have been doing. "We have been thinking." "What do you think with?" "With our minds." "When you are thinking, something is in your mind, what is it?"

"It is thought." "How can I know your thoughts about this picture?" "We will tell them to you." Permission being given, the thoughts are told. "That is Old Santa Claus with a bundle of toys on his back." "He is all dressed in red." "He has a long white beard, and looks like an old man."

Teacher writes, That is Old Santa Claus, then says, "Before you told me this, what was it?" "It was a thought." "What did you do with your thought?" "I told it to you." "Now, I want you to think what each one of you used in telling a thought." If *words* is not given, the teacher points to the words of the sentence on the board, which will suggest what is wanted, that their thoughts were told in words. They will call the whole expression a sentence, and by connecting what has been given in parts, will form the statement: The telling of a thought in words is called a sentence. If they cannot change telling to expression, the teacher gives the word, and the definition is complete.

The kinds of sentences may now be reviewed and defined. A telling sentence tells something. An asking sentence asks a question. A commanding sentence expresses a command. An exclaiming sentence makes an exclamation. Statements for the terminal marks follow. A telling sentence ends with a period, etc.

All statements to be memorized should be copied by the children, then written from dictation. A good exercise by which close observation, concentration of thought, and correctness in description may be cultivated, is given by placing an object before the class for a short time, then removing it and calling on the children to tell all they saw. The habit of merely glancing at an object will thus be overcome, as each child is anxious to see and tell the most in the given time. This exercise does not belong to this part of the work particularly, for we cannot begin too soon to teach the children to use their eyes, knowing that if they *see* much they must *think* much.

In the endeavor to cultivate the language of the children in all recitations, every teacher has, undoubtedly, found it necessary to correct over and over again the improper use of the past tense and past participle of irregular verbs. If a list of the most troublesome ones be prepared, and drill given on their use in sentences, the instructor will not so frequently have her nerves jarred by such expressions as, I done it, I have went, I seen the book.

To develop the parts of the verb *see*, the children are told to name anything they see in the room. "I see the blackboard, the desk," etc., are given. "Shut your eyes." "How do you know the desk is there?" "I saw it." If seen is used it should be corrected; if not given by any of the class there is no necessity for introducing it, as we need not anticipate errors. Fred finds something the remainder of the class do not see, and when they are told what it is, the sentence, "Fred sees the box," is made, and after the removal of the box from his sight, "Fred saw the box." Part of the class are shown an apple, and the remainder say, "They see an apple," "They saw an apple." A little questioning will draw from the pupils that see is used in the present time and saw in the past. The teacher then asks, "Have you seen the apple?" "Has he seen the books?" No farther development is needed in this step, as the children will understand what is meant when asked to give the past of—I go to school. Then tell what they must say when they use have or had.

At the seats, sentences selected from the lessons, or others given for the purpose, may be written with the verb in each of three forms. Sentences to be completed by the verb, as, I —— a tame bear yesterday. I have —— a tame bear. Has George —— the tame bear? Has Willie —— to Chicago? My brother —— me to skate. Will you —— me to sew? Give a list of verbs to be placed in sentences of the children's own construction.

A new step taken in language is not merely a short advance in a straight line, but rather the movement from the center of a circle, where a step forward in any direction produces an enlargement of the entire circumference. From the small center formed by these little lessons, the work expands in so many directions that no one engaged in it can possibly complain of lack of variety in reading lessons or a scarcity of seat work.

GRAMMAR IN PUBLIC SCHOOLS.

BY MISS M. BUCK, SOUTHERN ILLINOIS NORMAL UNIVERSITY.

Should grammar be taught in the public schools? Some School Boards have decided in the negative, and dropped it from their course of study. Earnest advocates of this course claim that "the English is a grammarless tongue"; that the time occupied in analysis and parsing is wholly wasted, and therefore a grievous wrong to the pupils; that all they need to make them good users of English is that the teachers correct all errors in speech, and encourage the reading of good books.

As yet, these views are not generally accepted, and our school law includes grammar among the required branches.

It is seldom a difference of opinion arises in which all the right is on one side. So it becomes us teachers to examine our work, to see if it is deserving of condemnation as useless.

First, what do we seek to accomplish? If the end be obtained, is it of value in after life?

A large per cent. of the children come from the homes of ignorance. Few books are read, if any, and their knowledge of words is so limited that they can neither express nor understand anything beyond the barest commonplace. Our lessons in language aid these children to gain new words, to become ready talkers, and to gain that variety of expression which constitutes the charm of both writing and conversation.

All this can be done, as is claimed, without the study of grammar. Now arises the difficulty with our declinable words. They notice the different forms a thought word assumes, and can never feel certain they use them correctly, if trained to rely on the mere word of the teacher. To most people, this position is very humiliating. Four years age, a prominent business man told me he would willingly give five hundred dollars if he could be sure when to use "him and me," and when to say "he and I." He could not leave large business interests and go to school again.

As we make few mistakes in the plural, I told him when "him and me" were needed, "us" would take the place, while "we" would take the place of "he and I." This would be a little help to him, but think of the other questions arising to vex those whose use of language is not based upon an understanding of its laws.

For the sake of convenience, we will classify our usual book-teaching under two names, technical and practical.

The former will include all that is taught in which the form of the word is not affected by grammatical laws. For an example of this take the sentence, "I ordered him to go." The discussion about "to go" being attributive object, or adjective phrase, or any other opinion, is entirely technical, as it will still be the same for speaking and writing.

This part of grammar can well be set aside in the public schools without harm.

Let us now inquire what the practical is, of which an intelligent use of the language requires a knowledge.

In etymology, we teach the classes of nouns, that we may begin the proper noun with a capital. We teach person and number of nouns that the verb may take an appropriate form. So we avoid such expressions as "Says I," or "Every one of these points are practical." Also person, number, and gender of the pronoun; because of such use as, "If any one comes, tell them," or, "The person which." Also number affects the adjective and noun, as, "these kind," or, "ten pair." Person decides position, as, "I and he."

Next comes case. This affects the form of the possessive, as, "Boys' boots for sale." Case decides the form of the pronoun, as, "It was not me," or, "Let us consider Christ, He who gave His life for you and I."

Lest your space and patience both fail, I will take no more of these points in Etymology. Some may claim that these corrections can be made by the teacher, and so a study of Grammar is unnecessary. I think, in time, correct use could be gained. But by applying the principles of language, the work can be done in less time, and the pupils can have a feeling of certainty in their use, which is impossible if they are mere imitators.

We find analysis of value in punctuating and capitalizing. The rules regarding coördinate clauses, independent elements, trans-

posed elements, and such principles, are based on syntax, and must remain meaningless until so much of analysis is understood.

As we wish our pupils to be able to both speak and write the language correctly, we cannot join the number who urge the dropping of grammar from the course of study. Let us rather seek to improve our methods of teaching, giving to the practical greater prominence and longer time. In the twelve years I have taught in this Normal, I have considered points which affect our use of language as of far more importance than the settlement of mere grammatical puzzles.

NEED AND FUNCTION OF NATIONAL AID TO EDUCATION.

BY CHARLES DE GARMO.

II.

MAGNITUDE AND COST OF A NATIONAL SYSTEM OF NORMAL SCHOOLS.

An estimate of the per cent. of the teaching force of the whole country, which would have to be renewed each year, and of the per capita cost of educating the teachers, will enable us to find the approximate magnitude and cost of the proposed national system of Normal schools. The best basis for determining what per cent. of the teaching force would have to be annually renewed, will be the average length of service for each teacher where teaching is a life calling. Fortunately this can, in the case of Prussia, be accurately determined.

The following table shows the length of service which had been performed by the teachers of that country in 1871:

1 - 5 years,	11,574 =	23.34 per cent.
6 - 10 years,	7,871 =	15.87 per cent.
11 - 15 years,	6,376 =	12 86 per cent.
16 - 20 years,	5,170 =	10.42 per cent.
21 - 25 years,	4,465 =	9.00 per cent.
26 - 30 years,	4,316 =	8.70 per cent.
31 - 35 years,	3,755 =	7.57 per cent.
36 - 40 years,	2,856 =	5.76 per cent.
41 - 45 years,	1,839 =	3.71 per cent.
46 - 50 years and over,	1,372 =	2.77 per cent.
Total.....	49,594 =	100 per cent.

Calculation from this table shows the average length of service to be 16.9 years, so that 5.9 per cent. of the teachers, aside from increase in the number of schools, must be renewed each year. In recent personal conversation with Dr. W. Rein, late director of the Eisenach Normal school, now Professor of Pedagogics at the University of Yena, it appeared that about 5 per cent. of the teachers in Sachen-Weimer are renewed each year.

In England, the facts are, from the given data, more difficult to determine. There are in that country three classes of teachers, viz.: certificated, assistant, and pupil teachers. Of the 38,999 certificated teachers, 19,687, or 50.4 per cent. have been trained two years or over. The annual number of graduates from the two years' course of the training colleges, or Normal schools, is about 1,600. This indicates a service of about twelve and one-third years for certificated teachers, so that about 8.1 per cent. must be annually renewed. Most of the assistants are semi-trained, being drawn largely from the number of pupil-teachers who have completed their four years' apprenticeship, but since they must become certificated teachers if they are to remain long in the service, no estimate of any value for present purposes can be made of their length of service.

In America, we must depend again upon Mr. Pillsbury's valuable investigations for the only reliable data for determining the average length of the teaching life. His report is as follows:

1. Average for male teachers in graded schools, 81.5 mos.
2. Average for female t'ch'rs in graded schools, 59.5 mos.
3. Average for male t'ch'rs in ungraded schools, 34.5 mos.
4. Average for female t'ch'rs in ungr'ded sch'ols, 21.5 mos.

The total average for all teachers is 38.3 months, or about four and a half teaching years of 8 months each, thus requiring an annual renewal of about 22 per cent. of the teaching force. Of actual beginners during the year, there were —

1. Men in graded schools, 45, or 4.5 per cent.
2. Women in graded schools, 406, or 8.9 per cent.
3. Men in ungraded schools, 1,050, or 20.4 per cent.
4. Women in ungraded schools, 2,125, or 29.8 per cent.

The total number of beginners was 3,622, or 20.2 per cent. of the whole number of teachers reporting. Of the 5,619 teachers reporting from graded schools, 451, or 8.02 per cent. were beginners during the year. Chicago reported a change of teachers amounting to 9.3 per cent. of the whole num-

ber employed. Since the hiring of teachers in Chicago amounts to the permament employment of all who are fit to teach, the experience of this city will throw a good deal of light upon the present question. The report of Superintendent Howland for 1884, indicates that of 1,195 teachers employed, seventy-nine presented resignations, and nine died during the year, making eighty-eight changes, aside from increase of places, which numbered eighty-eight. The number of new appointments was 179. This implies that only about 7.3 per cent. of teaching force must be renewed yearly, and that the average length of service amounts to nearly fourteen years, a surprisingly long period, considering that 1,147, or over 96 per cent. of the teachers are women.

From these and other calculations, I estimate that were a professional training demanded as condition of certification, the length of service would from the first be at least ten years, thus requiring a renewal of 10 per cent. of the teaching force each year. The length of service would increase probably to fourteen or fifteen years, as the country becomes older, the positions more permanent, and the proportion of male teachers greater. But assuming that, at first, the length of service would be ten years, it would then become necessary to supply about 30,000 teachers annually, since the whole number is now about 300,000. The probability is that the Normal schools would not have more than four-fifths of this work to do, since the demand would soon place more or less facilities for professional training of teachers in the institutions of higher instruction.

With provisions for briefer professional training for graduates of colleges and other institutions of superior instruction, and assuming that the Normal school course be two years for assistants and teachers of ungraded schools, and four years for principals of graded schools, we shall be able to form some estimate of the probable cost of sustaining the system. The highest State appropriations for Normal schools now made in the United States, are from $50 to $120 for each student enrolled, in thirteen schools, the average being $81.50. The cost per pupil in average attendance is, of course, much greater. For instance, in the Northern Illinois State Normal School, the average per student enrolled is $54.57, but the cost per pupil in average attendance, was, in 1882–3, $77, the appropriation being $25,974, and the average attendance 337. In the English Normal schools the total cost per student for instruction is about $110 per year for men and $77 for women.

I conclude on the whole, that to train the majority of students for two years, and the small minority for four years, the necessary cost to the Government need not be above $250 for each person. This sum would at least secure the payment by the several States of any deficits which might arise. Assuming again that the Normal schools would train the whole 30,000 teachers needed annually, the total expense to the National Government would be about seven and a half millions per year, or about ten per cent. on the sum which the Blair Bill proposes to apply directly to education, and which would leave untouched every one of the grave evils of the American system of education. It is probable that five millions a year from the National Government would be ample to secure the proper academic and professional education of all teachers, and to make this education the invariable condition of certification.

PLAN OF ORGANIZATION AND ADMINISTRATION OF THE NORMAL SCHOOLS.

Without stopping to dwell upon minor points, or to enter largely into details concerning others, the following plan is suggested as embodying the vital principles, according to which any truly efficient system must be conducted.

The money should be provided by Congress in the best practicable way, whether by interest, or fixed funds, or by annual grants, and administered by the United States Commissioner of Education, who shall, perhaps, be made a cabinet officer. It should be apportioned to the various States, according to the number of teachers in each State who perform a certain minimum amount of teaching each year, say six months, upon the following conditions:

1. That after a certain date no person shall be certificated as a teacher who has not received a certain approved minimum of acad-

emic and professional training in state Normal schools, or schools of superior instruction.

2. That the certification of teachers shall be entirely in the hands of State examiners.

3. That each State shall provide, furnish, and keep in repair a sufficient number of approved Normal school buildings.

4. That the Normal schools shall be open to Government inspection, but shall be under the management and authority of State Boards of Education, of which the State Superintendent of Public Instruction shall be ex-officio member and State Inspector of Normal schools, being required to make minute yearly State public reports, both of the Normal and of the public schools.

5. That students shall be admitted to the Normal schools only in accordance with approved conditions of health and acquirements.

6. That a certain approved minimum of study and practice shall be imposed as condition of certification, in a course of at least two years for assistant teachers and teachers of ungraded schools, and four years for principals of graded schools.

7. That the teaching force of the Normal schools shall consist of principal, teachers, and assistants, all being permanently appointed, except so far as promotions and voluntary resignations are concerned.

8. That no person shall become an assistant or a permanent teacher or principal, who is not a graduate of some approved institution of superior instruction, and who has not also given at least two years systematically pursued the study of the history and philosophy of education under an approved teacher of these subjects.

9. That the salary of the principal shall not be less than $3,000 or more than $5,000, and that of the teachers not less than $2,000 nor more than $4,000 per annum.

10. That any person, having fulfilled the prescribed conditions, may be permanently appointed an assistant, at a salary of $500 per annum, provided, 1. That he present to the State Board of Education an original thesis on some topic relating to education, which shall be to the Board sufficient evidence of ability. 2. That he teach one hour a day at the direction of the principal, and that he deliver a course of free lectures in the school each year, on some topic relating to education, and which the students shall be at liberty to attend or not, as they choose. 3. That not more assistants shall be appointed in any school than there are permanent teachers, and that an assistant of one school may be called to be a teacher or principal in another.

11. That nine-tenths of the teachers at least, shall be chosen from among the assistants.

12. That a model, or training department, be sustained in connection with each Normal school.

13. That at least one professorship of higher pedagogics shall be sustained in some State institution of superior instruction, for which purpose not less than $3,000 or more than $6,000 per annum shall be applied.

A brief closing discussion of the various conditions above suggested will help to make their significance more apparent. Taking these up in order, we come first to—

1. That all teachers should be trained for their work is the whole end and aim of the proposed scheme. But, however ample the provisions for their professional education may be, teachers as a whole will not submit themselves to training unless this is made an invariable condition of certification.

2. To leave the certification of teachers in the hands of locally elected examiners would be to perpetuate, to some degree at least, the evils of the present system, whereby any examiner who is bold enough to oppose the will of the local bosses is likely to lose his position at the next election. The examiners must be beyond the reach of that local influence which would use public institutions to subserve private ends.

3. It is decidedly to be preferred that the states, provide, furnish, and keep in repair the Normal school buildings which stand on their territory; nor would any special good to the cause of education arise from national ownership. The general government, it is true, acquires the right to determine in good degree how the money which it furnishes shall be used, but it should not make needless expenditure or seek to determine affairs in the states where no vital interest is at stake.

4. The government must, however, have some means of assuring itself that the money

drawn from the national fund is being properly applied. The main reliance, as suggested last month, would be minute public State reports upon all points of vital importance, in both public and Normal schools. This should be supplemented by the right of an occasional visit of inspection by the Commissioner of Education, or a deputy. The national inspection would interfere in no way with the State management of the Normal schools, but would be made solely with the view of determining whether the spirit of the conditions of the grant was being complied with.

The point is, however, a vital one, and could not safely be ignored either on the part of the government or of the State. If the needful assurance could not be obtained directly, it would have to be obtained indirectly, by hearsay, through newspapers and private information. Such measures could easily lead to trouble for the government, and perhaps injustice to the State.

5. That a certain approved minimum of professional and academic preparation must be insisted upon as a condition of certification, follows naturally from the first condition. It is suggested that the Normal schools should have a two years' and a four years' course, and that a graduate from the first should be entitled to a provisional certificate, which would enable him to teach an ungraded school, or to be an assistant teacher in a graded school, while a graduate from the four years' course should be allowed a professional certificate, to become a principal of a graded school. Provisional certificates should become permanent only upon sufficient proof of ability to teach, and should always be subject to revocation for good cause.

6–10. The provisions here made for a high professional character in the teachers of Normal schools, are of the most vital importance, if shallow, dogmatic empiricism, favoritism, and the general reign of subjectivity are to be avoided. These evils are the greatest drawbacks of the American common school system. To elevate them to a higher realm in national Normal schools, would be suicidal folly. If we are to guard against nepotism, mediocrity, and lack of professional training in the common schools, much more must we do so in the schools which determine the whole character of popular education.

The positions in the Normal schools must be open and attractive to the best talent of the land. There must be permanency of position, united with reasonable hope of promotion, and respectable pay. The position of assistant would be so alluring that the brightest young men and women in the land would compete for these places. Nor would the services of an assistant, teaching one hour a day for $500 a year, be more expensive to the State than those of a teacher who teaches five hours a day at $2,500 a year. The course of lectures by the assistant would stimulate and encourage him to original and fruitful investigation. He would have time and incentive to do more than learn a text-book by heart. Not a department belonging to the history, philosophy, or practice of education, would escape the searching eyes of these ardent workers. The best results of these labors would be given to the world, for the assistant may be called to the teacher's chair in any Normal school, and his best letter of introduction would be the printed page. Then, instead of a system under which the discarded politician, or lawyer, or minister, or the dilettante of any calling may, and often does, obtain the most important places, we should have a system under which ability and fitness could find a place, and under which industry would have hope of support, promotion, and ultimately fixed position, together with adequate reward and honor.

Under the stimulus and constant renewal of fresh, original thought and investigation, by thoroughly educated persons, the term, Normal school, could never become a synonym, as it now sometimes is, for shallow thought, dogmatic empiricism and mechanical methods, but the Normal school would be honored as the source of pedagogical science, the worthy director of the most important work society has to perform — the education of the succeeding generation.

11. That most of the permanent teachers should be drawn from the ranks of the assistants must necessarily follow, unless the position of assistant is to lose all its significance. Few persons fit for such a place would seek it if there were not a reasonable hope of promotion.

12. The necessity for training schools in connection with Normal schools is now everywhere acknowledged. They are doubly necessary in the preparation of teachers for the elementary schools, where the mental culture of a broad scholarship is not usually at hand to make good any lack of actual contact with children.

The professorship of pedagogics in the university is the logical presupposition, the keystone of the whole proposed system. The professors of educational science in the universities would be the pedagogical instructors of the assistants and teachers of the Normal schools. It would hardly be necessary for a State to endow more than one such chair, since demand would supply others. If the natural law of survival of the fittest should hold among the teachers of the Normal schools, it is plain that the professors of pedagogics should be men "sought for with a lantern." The "practical" man who makes his own ignorance the measure of other mens' wisdom, who regards other men as visionary, impractical, doctrinaire, unless they measure public place according to its capacity to minister to private gain, the man whose shallow conception of the science and art of education is only equaled by his dogmatic assumptions regarding it, in short, the American educational jack of all trades, who knows a little about everything but everything about nothing, must be left to pursue those private callings in which he can do less harm than he would do as a leader of education. Only broad-minded men of ample scholarship, and masterly grasp of the philosophy of education, as related to all times and all countries, are fit for these places.

OSTRICH FARMING.

BY M. L. SEYMOUR.

I.

On the fifteenth of March last, I visited the ostrich farm of Dr. Sketchley, at Anaheim, Southern California. By the courtesy of his superintendent, I was permitted to see and hear much of these wonderful birds. The farm is twenty-three miles southeast of Los Angeles, and eight miles from the sea. It comprises 200 acres—100 acres cultivated and inclosed.

Three years ago, twenty-one birds were brought from Southern Africa at an expense of $1,000 each. Of this sum $500 were paid for duty, a sum levied by Africa to protect her own industry. Sixty birds have been reared since 1883.

There are two purposes in such a venture as this: one, the rearing of ostriches; the other, the production of feathers. In domestication, the ostrich lays about forty eggs in a season, usually in a nest; often, here and there in the enclosure. The female sits on the eggs, usually seventeen, during the day, and the male at night. For six weeks, in a special enclosure, each alternately guards the other and the nest. At this time the birds are very nervous, and visitors are not allowed to see them, nor is it safe for any one, not even their keeper, to approach them. When the female hears the "pip" of the chick, she breaks the hard shell with her breast and out comes a very comely bird, covered with soft down, and with legs and neck bearing no such ungainly proportions to the body as are seen in adult life.

On the desert sands of Africa, incubation is guarded by an instinct of a very high order. During the day the birds seek their food, leaving the eggs covered with sand or exposed to the sun. At night, when the temperature lowers, they return to the nest, screened from the observation of their enemies—the hunter, who wants the skin for its value, the tourist, who loves the sport of the chase, and the wild beasts that seek them for food. Hence the fallacy, that because the nest is often found deserted, incubation is carried on by the sun.

The young from a nest are called a "cluch," a word corresponding to "brood" in rearing common fowls. The twenty six-months' chicks were about four feet high, and all of a grayish drab. The twenty yearlings were of the same color, larger, and about six feet high. At two years of age the color of the males changes to black, the wings and tail becoming white. A male is now called a Boos, the female, a Spadona. The age of the ostrich from this time cannot be determined.

The birds are now paired and placed in a special enclosure. The food of the cluch is alfalfa, freshly cut, and barley. The full

grown bird requires, in addition, two pounds of corn each day. The ostrich can live without water but thrives better with it. On the farm it is kept constantly by them.

MANUAL TRAINING.

BY S. V. ROBBINS.

I took my school boys into a recitation room one day, and after a very short talk on the use of tools, asked that I might have six volunteers to do some work with tools, and make two tables that the school board wanted for school rooms. The next day six boys said that they were willing to see what they could do for a couple of weeks, and we went to work. Each boy brought what tools he could from home. We took an unused recitation room and finished our first piece of work, a large chart frame, and it is now in our high school room, oiled, varnished, and nicely finished.

Next, we partitioned off part of the basement and made as cosy a workshop as one can find. Nine other boys then joined the class, and since the first of October the boys have been busy during their spare moments in their workshop.

A tax of thirty cents apiece was levied which paid for lumber for our partitions and two long work-benches. Aprons were made at home; a vice attached to our work-bench; a tool-chest was made, a nail-box, etc., etc.

The tools all belong to the boys, and they take better care of them than if they were furnished at the expense of the public.

Many boys have applied for admission to the workshop, but I take only such as have shown by their examination marks that they have forty minutes to spare each day. Our shop at present will accommodate but fifteen. Should any boy's examination fall below good marks, I suspend him from the privileges of the shop until the marks are better. So far I have suspended but one, and that for two days only. I give but fifteen minutes' time to the class in the forenoon, and the same in the afternoon—often missing days—and am generally in the shop two or three hours on Saturday, where I find from five to eight boys.

Most of the work done in the shop belongs to the boy who makes it, although we have made six tables, three chart frames, and several articles for the school. One boy made a music stand containing three shelves, and I am not ashamed to have any carpenter examine it. It is stained a cherry red, and is nicely varnished.

Two boys have nearly completed an electric bell, to be placed in the workshop and connected with my desk in the upper story, that I may call the boys from their work when I wish to do so.

One boy has procured a sewing machine, with treadle attached, and is making a lathe out of it. He will make a success of it, and visitors are invited to see its work. Another boy kindly took his scroll saw to the shop for his companions to use.

A boy is making a fire-screen of ash. This is the best piece of work so far, and when finished will ornament one of the finest parlors in the town.

One is making a wardrobe of matched lumber, six feet long and four feet wide. He will stain it a dark color, and it will be an ornament to his room at home, and a useful one.

I have received the kindest words from the parents in regard to this departure from the regular order, and I know that the time the boys spend in the workshop is better spent than that spent at ball. Twenty-five cents spent for lumber will keep a boy at work a long time.

Drygoods boxes made good lumber for many articles, and they are always to be had in any town at a small cost. I have taken careful notice of the conversation in the shop, and find it a great improvement on that at the playground.

A closer band of fellowship exists between the boys, and petty disputes do not occur. We have three months' work ahead and the number of household articles that boys can make is almost beyond estimate.

I have already tired you, but will close by naming a few of the articles already turned out of our little shop:

A set of shelves, a pair of wooden scales, a kitchen table with oak top, and one of pine; a flower stand of pine; a wash bench; a stand for bay window; box for Indian clubs; a type

case; a wooden war vessel; a grindstone frame; and, well almost everything; and to close, we should be glad to receive your orders for a folding bed or a set of parlor furniture.— *Will County Journal.*

AN INTRODUCTION TO THE STUDY OF ENGLISH GRAMMAR.

BY MRS. M. D. L. HAYNIE.

LANGUAGE.

The word *language*, originally from the latin *lingua*, tongue, means, literally, that faculty bestowed upon men by the Creator which enables them to communicate to one another by means of articulate sounds, called speech.

For ages, however, the word has been used, also, in a figurative sense, which has given it a broader meaning, and it now refers to any medium of communication between mind and mind.

It is a natural impulse of the human being to make known:—

1. What it feels.

This is indicated in the earlier stages of infancy, by laughing and crying. When a child laughs or smiles, we know that it is experiencing a feeling of comfort combined with pleasure; when it cries or moans, we know it is experiencing a feeling of discomfort or pain.

These indications of feeling have been called, very appropriately, *Natural Language.*

2. What it wants.

The infant, as soon as it is old enough to notice things, indicates *what it wants* in various ways,—ordinarily by pointing towards it, reaching towards it, or by trying to grasp it.

This is the first step in *sign* language, which is used more or less throughout all the stages of life; for signs of different kinds are often found useful and convenient, sometimes, also, absolutely necessary.

3. What it knows.

Long before a child can talk, it finds many ways of communicating *what it knows.* Perhaps the first knowledge it wants to convey is its knowledge of the existence of certain things in certain places;—for instance, it sees something new to it, in a certain place; it may be a flower, a bird, a new piece of furniture, or some other object, and instantly it seeks to inform some one. This it will do, sometimes by means of articulate sounds, intended to attract attention; sometimes by leading the individual to the spot, and sometimes by other means.

Or, the child may see a familiar object in a strange place; sometimes, also, its attention may be attracted by unfamiliar sounds; in each case, however, it will surely make energetic efforts to communicate *what it knows.*

So far, the child has shown little more intelligence than the higher orders of dumb animals have sometimes shown; and, were it not for the gift of reason, its intellect would develop but little further; yet this very gift seems to necessitate an *evolving*, the result of which process is necessarily followed by a *like* process and its results.

And so this process of evolving may continue to an almost limitless extent, producing, if properly assisted and directed, results marvelous to contemplate, and beneficial to the human race, beyond measure.

4. *What it wants to know.*

The asking for knowledge is perhaps the first sign of the development of the higher impulses of the human being, which impulses are founded in reason.

Curiosity, or *the desire to know*, manifests itself early in life; and long before the child can formulate an inquiry, it makes its "*question marks*," by a series of investigations, which are sometimes very annoying.

In this, it displays a superiority over the dumb animal, for while *it* (the child) would open a box, or uncover a dish, to find out the contents, the animal would not, intentionally, approach the object, unless attracted by the scent of food.

The use of the different means of communication referred to, always precedes speech, which, on account of its remarkable flexibility, and susceptibility to inflection, enables one to communicate thoughts with all their possible shades of meaning.

It is not intended here to inquire into the origin or the philosophy of the mysterious faculty called speech; or to attempt to show its connection with thought; these are among the *impenetrable secrets of nature.*

We know only, that from time immemorial, articulate sounds have been used as symbols of things, and of what pertains to things, and that at a certain stage of development the child learns this fact, and intuitively imitates the *sound* that represents the *thing*.

It is therefore manifest that utterance is a natural gift to the human being; but, into what form of speech the child will involuntarily cast his articulate sounds, depends entirely upon the speech of those by whom he is constantly surrounded, for that is the language he constantly hears.

English, German, Spanish, and all other forms of speech, are learned by imitation; but the laws which govern language, whether written or spoken, *can be learned only by study.*

These mysterious laws exercise a peculiar power over language. They combine the different sounds used as symbols of what the mind contains, forming an unbroken chain, whose links are fashioned by the mother tongue, whatever that may be; and, strange as it may seem, these combinations of sounds, in all languages, ordinarily, mould themselves into the form of the sentence.

Yet, while these facts concerning the natural laws of language cannot be denied, it is equally true that it is in the power of man *to add to* and to take from, thus improving it, and giving to it strength and beauty.

It is, also, in his power to *systematize and classify* language, thus making it not only possible, but comparatively easy for one to acquire a correct habit of speaking, and accuracy in writing.

But, without a careful study of the laws of language, *there can be no superior attainment* in that department, for, in this as well as in every other department of science, a knowledge of the controlling forces is necessary to success.

The farmer must understand the laws which control the artificial means of cultivation as well as the *natural laws* which govern seed time and harvest, if he desires to raise a superior quality of grain.

The *Natural Method* does not grow the *best* wheat.

The science which systematizes and classifies words, and combines them into sentences, according to the usage of the best speakers and writers, is called Grammar.

GENERAL EATON'S SERVICES.

A REMARKABLE CAREER.

General Eaton's career is one worthy of special mention. He was born in Sutton, N. H., in 1829; was educated in the common schools of New Hampshire, at the academy under Dr. Hiram Orcutt, at Thetford, Vt., and at Dartmouth College, graduating in 1854. He became principal of a school in Cleveland in 1854; was superintendent of schools at Toledo from 1856 to 1859. In 1861 he entered the army as chaplain of the 27th Ohio Col. Infantry, and in 1862 was appointed the superintendent of the colored refugees who came within the Union lines in the army of the Tennessee.

Under his administration the colored people were, as far as possible, made self-supporting, and all possible forms of industry were devised for them. They were cooks, nurses in the hospitals, laborers in the army; thousands and thousands of cabins were built; wood cut; cotton, corn, and vegetables raised. Marriage obligations were enforced; schools were established in which benevolent teachers from the North did great service. These schools became largely self-supporting. His camps, it is estimated, furnished over 70,000 colored soldiers. He became colonel of the 63d Colored Infantry, and was made brigadier general by brevet, and in May, 1865, assistant Commissioner of the Freedman's Bureau, and was ordered to Washington, D. C.

In 1866 General Eaton founded, and was editor of the *Memphis Post*, a daily, weekly, and tri-weekly paper. In 1867 he was elected State Superintendent of Public Instruction for Tennessee, and secured the attendance of 185,000 pupils in the new schools. He was appointed United States Commissioner of Education by President Grant, and assumed the duties of the office in March, 1870, when the office had only two clerks, not over a hundred volumes belonging to it, and no museum of educational illustrations and appliances. Commissioner Eaton has now 38 assistants, the library numbers 16,000 volumes and 40,000 pamphlets. His publications and opinions are sought in every part of the world where there is progress in education, and a

translated into the most remote languages, as those of Finland and Japan.

General Eaton has twice visited Europe, and, traveling much in the States and Territories, has made himself familiar with the actual condition and needs of education. Every phase and problem of education receives his attention. He has promoted important changes in elementary instruction, aided improvement in school-houses, promoted greater attention to hygiene in public schools, helped efficiently to advance the qualifications of teachers and the standards of legal and medical instruction. He has done much for the improvement of our colleges and universities, and especially of agriculture and mechanic arts, and for the establishment of schools of manual training. He has been the promoter of the kindergarten, and has aided the progress of education in every department. He always urges education for every child in the land. He has urgently shown that the condition of illiteracy in the United States requires national aid. The provision of a government for Alaska, and schools for its people, so long withheld, was especially aided by his endeavors.

He was appointed by the President to represent the Department of the Interior at the Centennial Exhibition in 1876; has been twice elected president of the American Social Science Association, and one of the vice-presidents of the American Association for the Advancement of Science, and president of section "I."; was chief of the Department of Education for the New Orleans Exposition, and organized that vast exhibition, and was president of the International Congress of Education in Havre, France. The degrees of A.B. and A.M. were given him by Dartmouth College, Ph.D. by Rutgers, and LL.D. by Dartmouth.

His books have been reports,— one, of the schools of Toledo, one, of the schools of Tennessee, and an annual report of education in the United States, with a review of education in other parts of the world each year since 1870. These reports have been published and circulated some years to the number of 40,000. He has also published important special reports, like those on libraries and on industrial education; also a series of circulars of information and bulletins, some of them having been called for to the number of a hundred thousand. He has delivered numerous addresses upon educational topics. He has been made a member of various learned, scientific, historical, and benevolent societies, in this country and in Europe. He was decreed honorary member of the French Ministry of Public Instruction. The Emperor of Brazil offered him the order of the Commander of the Rose. He is a member of the society of Japanese savans for the promotion of education. One of our best authorities in education long ago declared him the best-informed man on education in this country. A French writer (cyclopediac) in considering his various reports, circulars, bulletins, speeches, etc., declares him the "Informator of the World in Education."—*N. E. Journal of Ed.*

MEMORY IN EDUCATION.

BY D. W. REID.

In a former paper I tried to show that from the nature of memory, whatever we have learned by means of sight or sound is remembered in the same way—that is, as a mental picture or sound; that not only the greater part of our remembering, but also the greater part of our ordinary thinking, consists in the mental reproduction of pictures and sounds, especially the latter; that there is no such thing as recalling a fact aside from the sensation by which we become cognizant of that fact, and that, consequently, teaching a fact consists usually in producing a mental picture or sound which can be reproduced at will.

Knowledge and ability are the desiderata in education. The latter is the more important, but it is reached through the medium of the former. All knowledge is subject to the action of memory, and if we examine closely we shall find that the greater part of our school work, especially below the high school, is pure memory work, and much of it even "rote" work, notwithstanding the slighting manner in which such work is often spoken of.

Reading in its earlier stages is almost entirely an exercise of memory. The sound of the spoken word and a picture of the printed form are associated in the child's mind with

the meaning, by an act of memory. Writing is by no means merely mechanical. Much of the work of learning to write consists in fixing in the mind a perfect picture of the letter, which the hand must learn to reproduce on paper. The same is true of drawing. Spelling, pronunciation, and language work are all dependent upon memory for their results.

Let us look more closely at the relation of memory to elementary geography and numbers, two representative studies in the lower grades, the immediate object of which is to teach facts. A class is just sent to look at the playground. The children come back and tell the teacher what they remember about it; that is, they describe the mental picture before them. From the yard, they take imaginary journeys about the town and describe every turn of the road on the way to school. So far, they remember what they have seen, and nothing more. But a limit comes to observation. They must learn the names of the streets and of the stores. Somebody tells them and they remember the sounds they have heard, and these sounds are associated with the places in memory.

Here, then, is the foundation of all their geographical knowledge. Whatever they learn from books must be remembered either as sounds of words, or as pictures formed by the imagination as their interpretation of the words in the book. But we cannot imagine, even in a dream, sights or sounds we have never seen or heard. We can imagine new combinations only, of former perceptions. Words cannot *produce* ideas in the child's mind; they can only recall those already there, combining them in new forms. Hence, no verbal description of a country can give a correct picture to a child who has never been a mile from his own home. It was to supply this want that Comenius wrote his famous *Orbis Pictus*, containing pictures of objects and events in different parts of the world. The excellent engravings in our later geographies serve the same purpose, and are not referred to as often as would be profitable.

When a child begins to study a map of Illinois, say, the name is a mere sound. The State soon becomes to him a more or less definite form on paper, with Chicago as a spot in one corner of it. He may know that this is not Illinois, but it is the picture in his mind corresponding to that sound, as the map of South America or of Africa stands for these places in the minds of most of us. As he travels over the State, his mental map retains its form; certain rivers take the place of lines, and his Chicago becomes a great city with its sights and sounds. But the relation of position is the same as before; the two pictures blend and harmonize. There is no incongruity; each reinforces the other, the map widening until the great State is enclosed within its outlines. In all mental pictures, size is merely relative. Is the child wronged, then, if he is given a form to hold which he cannot yet fill? a shape which he has not yet learned to enlarge? What if in rare instances he should mistake the form for the reality? His mistake is certain to be corrected by the experience of future life.

When descriptive geography is studied, either of two things may be remembered; the words on the printed page, or the picture called up by these words. If the lesson is to be recited word for word, the child holds but the sound of words, and should be required to study his lesson in Chinese fashion, by constant repetition, *aloud*. Otherwise the object of the teacher should be to furnish description in language vivid enough to form mental pictures susceptible of reproduction. The trouble with our school geographies and condensed histories is that not enough is written about any one person, place, or event to answer this purpose, and short statements, if remembered at all, must be remembered as mere words.

But there is a species of work where this rote work of oral repetition may be made very profitable. The readiness with which children learn associated sounds may be used to connect names of places geographically related. Many intelligent readers of newspapers gain most of their geographical knowledge by the frequent association of names of cities with the names of their states or countries. We all hold the capitals of states in this way, and there are hundreds of facts in geography that are worth holding in that way, that are not worth the labor of learning in any more definite way. A boy or girl may thus associate by sounds a hundred cities in the United States, with their respective states; the Atlan-

tic coast states; the countries of South America; the principal rivers and seas of Asia; the East Indies; the West Indies, etc., etc., who will leave school before learning to see these places on a mental map. But this is rote work. It is old. So are many other good things.

Let us see if we remember numbers in the same way that we remember other facts, viz., by reproducing mental forms and sounds. How do we remember that nine times eight are seventy-two, or that nine and eight are seventeen?

We are said to remember by mental association. But association of what? Of former perceptions and imaginings, not of pure abstractions. Abstract number, aside from its symbols, is not within the domain of memory. We can reason upon it, multiply and divide , as we do zero and infinity (merely the two xtremes of abstract quantity) in algebra, but, ke the latter, it cannot be grasped or imagned (imaged) by the mind. We cannot remember a numerical fact aside from the perption by which we learned the fact.

We learned the sum and the product of ne and eight by repeating the words from e book, or after the teacher, or by combing and counting marks or other objects. iat is, by sight or by sound, and they must recalled in the same way. But we cannot e as many as seventeen objects at a glance thout grouping them; much less seventyo or a hundred and forty-four. What is sented to the mind is evidently the reproced sound of the oft repeated words, *nine eight 're seventeen*, or *nine times eight seventy-two*. Repeat rapidly, either mently or aloud, the syllables, *nine times eight* —, and see how rapidly *seventy-two* gests itself to complete the sentence. ange the wording, now, and repeat, *eight ltiplied by nine are*—, and note the difence. We do not recall the fact aside m the sound. True, the sound becomes and less apparent, the oftener we recall fact, for our attention is directed toward result; but it is the bridge over which pass, no matter how lightly, to reach the

The true end of object work in numbers is to fix combinations in mind, but to explain the meaning of these combinations. The child arranges counters to prove that six and four are ten, sees that it is a fact, tells a little "story" about six cows and four cows, and then writes on the blackboard, 6+4=10; but after all, the value of this work, so far as fixing this combination in mind for future use, depends on the number of times he has repeated, mentally or aloud (better aloud), the syllables, *six and four are ten.*

All the primary results in addition and multiplication must be memorized, to be used promptly. If this is thoroughly done, the subtraction and division will follow without difficulty as the converse of the former. But even here, that form of expression which the child is expected to use in future work should be used from the first, even at a sacrifice of rhetoric. Before you have a child tell you the result of a subtraction or division, decide whether in actual work in subtraction and division throughout life, it will be better for him to think each time *ten less six are four*, and in twenty there are five fours, or, *four from ten, six; four in twenty, five.* Give the child as soon as possible what you expect him to use. The sound is the handle to the fact.

FREDERICK AUGUST FROEBEL.

When Frederick August Froebel began talking and writing about kindergarten work, the wise ones of Germany laughed and called him "a crack-brained crank." He was not an eloquent talker, and made little effort to defend himself. He was poor and could spend but little money, but he plodded along and persevered in his work, and whenever he had money enough he produced, in cheap form, a pamphlet. But he died before his great work was appreciated—died in his seventy-first year, partly from grief of the cruel act of the German authorities, who closed his schools under the excuse that "he was developing too much freedom in the minds of the youth of Germany." If he could revisit the world, he would find his name on many lips, and spoken only lovingly; and rightly so, for he was the friend of children.

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JOHN W. COOK AND R. R. REEDER,
EDITORS and PROPRIETORS.

NORMAL, ILLINOIS, JUNE, 1886.

Entered as second-class matter in the postoffice in Normal, Ill., for transmission through the mails.

After mature deliberation and much consultation, we have concluded to change from the "twelve number" plan to ten numbers a year. Our reasons for making the change are substantially as follows:

1. July and August are holiday months for the very largé majority of teachers. None of the graded schools are in session, and but few of the district schools. Wearied with the labors of the school year, nine of every ten wish to find, in absolute rest or in other occupations, that recreation which will fit them to resume their work with fresh enthusiasm next September. The summer numbers are generally laid aside until vacation is over, many are lost in changing locations, and more or less annoyance results in consequence.

We have thought for some years that the wiser plan is to limit the publication of SCHOOL JOURNALS to the months of occupation, but have hesitated to make the change. Encouraged by the unanimous opinion of all whom we have consulted we have at last determined to try the experiment.

2. There are but few advertisers who prefer the old plan. They cannot secure the best attention to what they have to say when the school people are off duty. By publishing the September number about August 15, the fall announcements will be in time. Furthermore, as the May and June editions are very materially enlarged, advertisers secure almost as wide a circulation in ten numbers as in twelve, and at five-sixths of the expense.

3. We have been so busily engaged in Institute work during the summer months that the publication of the summer numbers has been a serious burden.

Taking all things into consideration we have concluded to make the trial. The new volume will begin with the September number, which will appear about the middle of August. The price for single subscriptions will be $1.25, and the club rate $1.

We desire again to extend our hearty thanks to the many friends who have given us such cordial support. THE JOURNAL has cost us an immense amount of labor, but we have no complaints to make. We have received all the appreciation that we have merited. We hope to make the new volume better in all respects than any of its predecessors.

Dr. Richard Edwards is fairly in the field as candidate for State Superintendent of Public Instruction. This fact will be greeted with enthusiasm by hosts of those who have been familiar with education in Illinois for the last twenty-four years. When the city of St. Louis determined to establish a Normal school, she naturally looked toward New England for a suitable man to take charge of it. There was no difference of opinion among the leading public-school men of Massachusetts as to who was the man for the place. Richard Edwards had made so notable a success at Bridgewater and Salem that he was at once recommended for the position.

In 1862 he came to the new Normal school of Illinois. It had been organized and housed by the indomitable energy of Charles E. Hovey. The same tireless spirit had carried it through the first four years of its existence, against obstacles that would have crushed an ordinary man. In 1861 Mr. Hovey left the school room to enter the army. His withdrawal was a serious blow to the young institution. The friends of the Normal school were disheartened. There must be no mistake in selecting his successor. Rather than run the hazard of a failure Hon. Perkins Bass, a member of the State Board of Education, took temporary charge of the school until the right man could be secured for permanent principal.

In 1862 Dr. Edwards succeeded to the position. For fourteen years he remained in charge of the school. Under his management it at once entered upon a career of great

prosperity. His labors were immense. He traversed the State from Galena to Cairo pleading the cause of popular education. Summer schools were held at Normal, in which the instructors worked without compensation for from four to six weeks. The amount of work which Dr. Edwards did during these years was enormous.

In 1876 he resigned the principalship of the school to fill the pulpit that had formerly been occupied by Owen Lovejoy. Here, as elsewhere, his success was immediate and permanent. Two years ago, finding that his eyes were suffering from the too-constant strain upon them, he retired from the pulpit to become the financial agent of Knox College. The trouble was only temporary, and a few months out of the study found him as good as new.

He is in perfect health, and is in the full prime of a mature manhood. He is a singularly magnetic public speaker, and possesses unbounded enthusiasm and energy. Should the Republican Convention select him as its candidate, and the people ratify the nomination, the office would be administered in the highest interests of popular education.

Mr. O. S. Cook and Mr. Leslie Lewis, both of Chicago, will be candidates before the Convention. Rumor also mentions Prof. James H. Brownlee, of the State University, in the same connection. Of the candidacy of the first two gentlemen we made mention in a recent number.

Should the candidate for treasurer come from the north, Prof. Brownlee's chances would be materially enhanced, as he has many friends in Southern Illinois.

Since writing the above, the last number of *Intelligence* has reached us. From an editorial on the candidacy of Dr. Edwards we quote the following:

"The fact that he has not been identified with schools for many years, and indeed, seems never to have been actually divorced from divinity or heartily wedded to pedagogy, is much against him. As to his general ability and strong, aggressive personality, there is no question. These are essential qualities, but they are not all. To fill this office worthily there must be added to these a practical, hand-to-hand acquaintance with the actual details of school-keeping, which is possessed by him only who can say, *Quorum pars magna fui.*"

That Dr. Edwards has not been teaching school during the last ten years is true. That he was never actually divorced from divinity—if by that is meant that since becoming a clergyman he has not wholly ceased to be one—is also true, since his ordination preceded, by a brief period, his work at Princeton. That he was never heartily wedded to pedagogy is not true.

In 1843 he began his work as a teacher, in Ohio. In 1844 he went to Massachusetts. During the succeeding two years he taught and studied, graduating in 1846 from the Bridgewater Normal school. The next winter he taught at Waltham, Dr. Hill, President of Harvard College, being chairman of the school committee. He subsequently completed the course of study at the Rensselear Polytechnic Institute, at Troy. He soon returned to Bridgewater as assistant teacher, and remained there until 1853. He next took charge of the State Normal school at Salem, where he remained until 1857. The succeeding five years he was principal of the St. Louis Normal school, and during the succeeding fourteen years was at the head of the Illinois State Normal school. He spent thirty years in the school-room. If he never "wedded pedagogy," he at least discounted history in the length of his courtship.

A man respecting whose "general ability there is no question" ought to acquire a fair "hand-to-hand acquaintance with the actual details of school keeping" in that length of time. It probably doubles Bro. Vaile's apprenticeship as a teacher, and trebles his editorial experience; yet we are assured that he was a shining light among the pedagogues, and his brethren of the quill and scissors unhesitatingly acknowledge him to be the only editor of a teachers' journal whose soul is his own, and who can set this mad world to rights educationally. The rest are owned body and boots by publishing houses, or can only echo Bro. Vaile's sonorous war cry.

The additional point is made that he is the author of a series of text-books. We learn, from a reliable source, that he has no pecuniary interest in the readers that bear his name, having sold the same.

We are by no means of the opinion that Dr. Edwards is the only available candidate.

From an acquaintance of many years with the other gentlemen mentioned, we are prepared to say that either would acquit himself creditably in the office. "Let the best man win."

The editor of *Intelligence* has been "among his contemporaries." He finds some fault with the new management of the *N. E. Journal*, but on the whole pats it somewhat approvingly. The special causes of complaint are the letters of "A Layman," and the "Chicago" part of "published at Boston and Chicago. Our Chicago correspondence comes in for a share of his attention also, yet while criticising the policy of publishing it, he commends its style to the attention of the editors. Bro. Vaile is one of those fond souls whose consciences bear all the imaginary sins of the brethren. *Intelligence* is "personally conducted." It never occurs to the regular reader to go beyond the fourth page, and when he has looked through the microscope that is always focused on the troubled soul of the editor, he is usually satisfied.

Follow 'em up Bro. V. Smite the Philistine hip and thigh. We will hold your hat, if we do get our eyes full of dust once in awhile.

The summer institutes will soon be at their work again. With the experience gained from the last three years to work upon, they should show a marked improvement this year over all of their predecessors. Something should be done for the advanced grade of workers. It is asking too much to expect them to be contented with threshing over old straw. The best teachers should find in these summer sessions ample opportunity for new work. If necessary, shorten the daily sessions for the general institute, and reserve a portion of the day for those who desire to "move on." The best should not be wholly neglected in order to devote all of the energies of the instructors to the lowest grade.

The graded school principals should be found at the institute. They should organize a section, and have a daily session. Matters relating to their especial duties should receive the most thorough discussion. They are abundantly able to take care of themselves, and can receive most valuable assistance by comparing ideas. Grade teachers, who have been working for years, should not be obliged to take their places with those who have had little or no experience.

Of course there are difficulties in the way, but they must be met and disposed of. If something is not done for those who have been attending summer sessions year after year, then they ought not to be expected to be present.

While the teacher should be patience personified with the dull pupil, should uncomplainingly endeavor, by all legitimate means, to stimulate him to a quicker intellectual life, should rejoice with him over his successes, and sympathize with him in his defeats, yet he should be sure to see that those to whom nature has been a bountiful giver are not fettered in their progress by the dull plodders by their side. There is danger that our schools may depress the enthusiasm of genius, and make superiority content with ordinary attainments. Colleges are justly estimated by the men and women among their alumni, that make their mark upon the age. The common schools will receive no injustice if they are similarly estimated.

If a teacher who remains year after year in the same position, does not find many of his pupils fighting their way through every obstacle to higher institutions of learning, he may conclude that his success is very moderate in the direction of scholarship.

Our noble State University should doubl its enrollment within the next five years. I it does not it will be a serious criticism upo the teachers of the State. Its facilities a ample. It counts among its instructors me of distinguished abilities. If young peopl come within the range of their influen they will not stop short of superior schol ship. The same statement may be mad respecting some of our colleges. Keep th university and the college before the youn and when a boy or girl is found who has genius for scholarship, stimulate him, by a proper influences, to a life of superior schol ship.

The indications now are that Supt. Raab will not be a candidate for reëlection. His Belleville friends are determined to place him again at the head of their schools, and their efforts may succeed in keeping him out of the field. His brilliant record as Superintendent would oblige his party to renominate him if he cared for the office. No stronger man could possibly be named.

With the candidates now mentioned there is positive assurance that the office is to be kept upon the high plane where it now stands.

The Southern Illinois Teachers' Association will hold its annual meeting at DuQuoin, August 24, 25, 26. The executive committee is preparing an excellent program, and the indications are favorable for a large meeting. The plan of organizations for the various parts of the State is working admirably, and the State meeting, as might be expected, shows increased attendance in consequence.

We have just learned that Mr. J. Pike, of Jerseyville, is a candidate for the State Superintendency. Mr. Pike's name was quite prominently mentioned in '82. He has been at the head of the Jerseyville schools for many years, and will be warmly supported by his portion of the State.

The National Meeting at Topeka, in July, has been thoroughly advertised. Its success, so far as numbers are concerned, is assured. The Illinois delegation will make a strong move to bring the next meeting to Chicago.

We should be glad to receive from our readers some idea of their estimate of the Reading Circle work which they have been doing during the past year. Speak out, friends.

The annual meeting of the Society of School Principals will be held in Danville. For particulars, examine our news columns.

BOOK TABLE.

THE PHILOSOPHY OF EDUCATION, OR THE PRINCIPLES AND PRACTICE OF TEACHING. By T. Tate, F. R. A. S., with an introduction by Edward E. Sheib, A.M. Ph. D. New York. E. L. Kellogg & Co.

This is the second edition of Tate's Philosophy that has appeared in this country, C. W. Bardeen having introduced the first to American readers.

The book was written some thirty years ago, but principles have not materially changed during that period, and although the book is a trifle "Englishy," and in some of its features a little fogyish, it abounds in good things.

"The philosophy of education," we quote from the Introduction, "may be divided into five parts:

"1. On method, as applied to education.

"2. On the cultivation of the intellectual and moral faculties.

"3. On the comparative advantages of different systems and methods of education.

"4. On the application of different systems and methods to the various branches of elementary education.

"5. On school organization and discipline."

These general topics are carefully elaborated. The book is not too large for a pocket companion, and will bear several readings.

A PRIMARY HISTORY OF THE UNITED STATES, FOR INTERMEDIATE CLASSES. A. S. Barnes & Co., New York and Chicago.

This is a book of 230 pages. The superior illustrations and the clean page with large type attract the eye at the first glance.

The text is written in a simple, entertaining style, and is not over-burdened with details or with dates.

The pronunciation of unusual names is given, review questions follow each part, and selections for reading or reciting are indicated.

There is a lack of good maps, or, rather, of sketches. The teacher of history needs to use the chalk freely in certain portions of his work. The abundant sketches in some of the fuller histories of the Lossing order, illustrate what is possible for primary histories.

Like all of the books of this house, the Primary History has nothing to be desired in its mechanical features.

ALLEN'S FORTY LESSONS IN DOUBLE ENTRY BOOK-KEEPING. Arranged as a text-book for use in Graded and High Schools. By George Allen, Newburn, N. C.

This book of 96 pages endeavors to make clear to the average pupil the principles of double entry book-keeping, with their applications.

Many of the lessons are arranged on the question and answer plan, and they certainly render the subject very simple. The book lacks model pages, and has far too little material for practice.

The best way to acquire a knowledge of book-keeping is to keep books. At that work the pupil should be put at once, and there he should be kept. The principles and their applications should be acquired together.

This book may be found to afford very material help to the teacher, but its material must be suplemented for class use.

OUTLINES OF UNIVERSAL HISTORY. Designed as a text-book, and for private reading. By George Park Fisher, D.D., LL. D., Professor in Yale College. Ivison, Blakeman, Taylor & Co., New York and Chicago.

The appearance of a new text-book is not a matter of indifference to any teacher. Moreover, when it issues from the presses of a great publishing house, and is going to be pushed with the vigor that characterizes American publishers, it is still less a matter of indifference. Add to this the additional facts that this is the most recent of the Outlines, and that some of its immediate predecessors have been models of their kind, and one sits down to the examination of the book with his appetite thoroughly whetted.

The day of skeleton outlines is passing rapidly. Of course the world's story cannot be put into a 700 page volume, but there is a very evident tendency toward fuller histories. The one before us is packed with facts, yet the facts are so arranged that there is no impression of a scrap pile.

The scientific, or philosophic treatment is the one followed by the author. The reader is constantly running against the idea that history is not wholly a hap-hazard matter. A nation's career must be largely influenced by its physical features, hence geography must go hand in hand with history. Nations are members of a family, hence they have many interests in common; they are constantly influencing each other, so no nation stands alone. The author is deeply impressed with *the unity of history*, and it gives constant color to his treatment.

The text is supplied with headings and kindred devices, which the teacher finds so convenient. The notes are very full, the genealogical tables abundant, and the maps are especially superior. They are not only very numerous, but by the use of folders they are made of such size as to enhance their value materially. Lists of books are suggested for fuller reading.

There are no pictures. We think that their omission is a mistake. Many books go to the other extreme, and occupy valuable space with absurd battle scenes and imaginary portraits. Still, there is a place for pictures. Notable buildings, famous pieces of statuary, an occasional landscape, ancient costumes, and symbols of authority, etc., are proper subjects for illustration in a text-book.

Literature, religion, art, occupations,—the history of the people rather than the acts of the few, claim the author's attention. Here and there are summarizing chapters that gather the essential features of centuries of history into brief space, and classify them.

The book must be regarded as a piece of thorough, careful work, wrought out by one who is impressed with the dignity of history. It is a worthy addition to the material that teachers employ in bringing the youth of the country to a scholarly, thoughtful, earnest life.

WARD'S LETTER WRITING AND BUSINESS FORMS, FOR SCHOOLS AND ACADEMIES. A. S. Barnes & Co., New York and Chicago.

We have received numbers 1–4 of these books. No. 1 treats of letters and bills; No. 2, of letters, receipts, accounts, etc.; No. 3, of notes, drafts, and letters, and No. 4, of business correspondence and a review of business forms. They contain rules for the use of capitals, and a graded course in punctuation in addition to explanations of forms, etc.

The plan of number one will illustrate all. A letter is printed on one page to be copied upon another. The same thing is done with a bill. Bill blanks are given, and the material to be put into shape accompanies them. The substance of a letter is supplied from which it is to be written.

Models of notes of invitation, of acceptance, of declination, etc, and all the varieties of receipts, notes, due bills, drafts, checks, etc., are given. Every teacher will recognize the utility of these books. Each contains about thirty-six pages.

THE GERMAN VERB-DRILL. Presenting the Mechanism of the Colloquial and Written Language; adapted to Schools or Home Instruction. By Adolphe Dreyspring. D. Appleton & Co., New York.

This is one of the most attractive, and at the same time, one of the most valuable of the German text-books that have presented themselves to the public for criticism.

The title, *German Verb-Drill*, is rather formidable, and very suggestive of dryness and difficulty, neither of which, however, is to be found anywhere among the two hundred and fifty-six pages of clean, beautiful seemingly faultless type.

To understand the verb in any language requires patient and persistent drill; but the attractive manner in which one is led into and through this peculiar style of verb-drill, makes patience seem but pastime, and persistence only a continuation of pleasure.

Beginning with the simplest of the verbs, in the simple sentence, the author, with admirable skill, brings in gradually and methodically, all the various kinds of verbs, and introduces them into all the varieties of complex and compound sentences.

Scattered throughout the entire book are to be found little entertaining stories, and also several well-written letters.

The latter may be considered one of the peculiar excellences of the book, for one of the greatest difficulties one meets with, in his attempts to master the German language, is the inability to change his idiomatic English into pure idiomatic German; and nowhere does this difficulty appear more frequently than in letter writing, hence the great value of good models.

Some may object to the book on account of its great size, but condensation in text-books is always at the expense of excellence. The work is invaluable for reference, and is also well adapted to use in the school-room.

THE MAGAZINES.

THE CENTURY.

THE CENTURY for June opens with a Literary Ramble — Along the Thames from Fulham to Chiswick.

J. M. Buckley, D. D., discusses Faith-Healing and Kindred Phenomena.

A richly illustrated article on Harvard's Botanic Garden and its Botanists, by Ernest Ingersoll, will interest teachers.

Unpublished letters of Benjamin Franklin, Birds' Eggs, and the war papers will prove especially attractive. The latter consist of Stonewall Jackson in Maryland, by Col. Henry K. Douglas; Harper's Ferry and Sharpsburg, by Gen. John G. Walker; The Invasion of Maryland, by Gen. Longstreet, and Antietam Scenes, by Charles C. Coffin.

In the Open Letters is a discussion of the question, Shall Women Go to College? by E. R. Sill.

The serials and short stories are as attractive as usual.

ATLANTIC MONTHLY.

The June ATLANTIC continues the serial stories by Bishop, James, and Charles Egbert Craddock. They are the feature of the number. With the title, A Roman Gentleman Under the Empire, Harriet Waters Preston gives a vivid sketch of the younger Pliny. A Glimpse at 1786 is an article that teachers of United States history will not care to miss.

The reviewer examines recent books by James, Crawford, and Howells.

EDUCATION.

Among the articles in EDUCATION for May, are History in American Colleges, The Public Schools and Nervous Children, Notable Features of the English System of Elementary Education, Improved Methods of Classical Instruction, The Harvard Annex, and Elective Studies in College.

POPULAR SCIENCE MONTHLY.

In THE POPULAR SCIENCE MONTHLY for June is David A. Wells' third contribution on Mexico. What May Animals be Taught, by M. J. Delboeuf; Primitive Clocks, by Frederic G. Mather; Counting Unconsciously, by Professor W. Preyer; Scratching in the Animal Kingdom, by Prof. S. Lockwood, and Eels and their Young will attract the general reader. Among the heavier articles are Evolution Bounded by Theology, and the Conclusion of The Factors of Organic Evolution—the latter by Herbert Spencer.

ST. NICHOLAS.

ST. NICHOLAS for June is as attractive as ever. The frontispiece is an exquisite engraving, A June Morning; charming stories, sketches of travel, biography, science, poetry, humor,—everything to interest and instruct the young crowds its pages. It has no rival in its field.

NORMAL NEWS.

Prof. Barton has a new teacher's desk.

Prof. Seymour will spend most of the summer in the University laboratory.

R. E. Hieronymus will take Mr. Harvey's place in the Carrollton high school next year.

The President's reception to the class and faculty will be given Saturday afternoon, June 12.

Six members of the faculty will do institute work this summer. Three will attend the National Association.

Miss Jessie Dillon, a high school member of Sec. A, tendered the class a reception at her home, Friday evening, May 28.

Pres. Hewett will make his usual visit in the East, after the Topeka meeting. Prof. Metcalf will also take a trip to the Atlantic coast.

Supt. Felmley, of Carrollton schools, and two of his teachers, Misses Hunt and Davis, will visit the various departments of the University this week.

Sec. C gave a banquet to Sec. A in the large hall Friday evening, June 4. Some valuable advice was given Sec. C by the retiring wiseacres of their sister class.

A number of former students and ex-graduates have recently returned to us, some for study, and some for renewing old acquaintances and visiting the school. Among them we notice J. W. Creekmur, E. A. Fritter, Lyon Karr, Charles Philbrook, Jacob Kline, Miss Annie Gaston, Nathan Harvey, and T. W. Will.

Following is the programme for Commencement Week: June 20, 10:30 a. m., Annual Sermon before the Seniors; June 21, 22, and 23, Closing Examinations; June 23, 9 a. m., Meeting of the Board of Education; 3 p. m., Business Meeting of the Alumni; 8 p. m., Public Meeting of the Alumni; June 24, 9 a. m., Commencement Exercises.

Saturday, June 5, was field-day. Many of the contests were close and interesting. The high pole vaulting far surpassed any former record. The athletic spirit is growing. Credit is due Prof. Barton for the introduction of field-day exercises. Throughout our schools generally, there is far too little attention given to the development of the body. Every field-day is preceded by weeks of practice by many of our students.

Memorial exercises in honor of Henry B. Norton, '61, will be held at the evening meeting of the Alumni. J. H. Burnham, a classmate of Mr. Norton, will deliver the memorial address. The hall will be suitably decorated. A fine large picture of Mr. Norton has been ordered, and it will be ready for the occasion. His classmates will furnish appropriate floral offerings, and Miss Pennell has charge of the general decorations.

On account of a conflict with the Alumni meeting, the "class night" of former years has been changed. The class will hold their meetings on Wednesday afternoon, June 23. The class of '85 failed to observe the time-honored custom of presenting the book of pedagogy to Sec. C. As the present class desires to restore this custom, an alumnus of the former class will be called upon to present the book to Sec. A at this meeting. Walter Watts will receive the book, and Miss Kelley will at once present it to Miss Florence Gaston, of Sec. C. Mr. McIntyre and Miss Shinn will read their themes. Mr. Lee Brown, the newly elected poet of the class, will read the class poem.

PERSONAL.

Mr. and Mrs. E. G. Magill remain at Strawn next year.

Lyon Karr remains at Loda, at an increased salary. A class of seven finished the course this year.

Mr. W. H. Goodall has resigned his position as principal of the Warren schools. His successor has not been elected.

Mr. D. Needham, principal of the East Dubuque schools, has been reëlected for the ensuing year at an advanced salary.

Father Brand has perfected his arrangement for his summer institute, which is to be held in Warren. There is every indication of a very large attendance.

Miss Mary Scace, who, for the past half dozen years, has been at the head of the grammar department in the Warren schools, has been elected principal of the Nora schools.

W. H. Ray, Hyde Park, assisted by S. E. DeHaven, of Grand Tower, and John W. Wood, of DeSoto, conducted the Jackson county institute last month.

Miss Addie Northam has resigned her position in the Warren Schools, and proposes to devote her attention to the temperance work. The Warren schools will lose an exceptionally successful teacher.

Robt. E. Hieronymus, of the State Normal, class of '86, succeeds N. A. Harvey, in the Carrollton High School. Mr. Harvey takes the principalship at Waverly. David Creekmur, of the same class, is to be principal of the Casey schools.

Mrs. J A. Miller was unanimously reëlected principal of the Normal public schools, but declined the position. Normal wears the belt for change in teachers. The public schools were organized in 1868. In the eighteen years since then there have been nine different principals.

Miss Maria Oney, formerly of Princeton High School, now in charge of the English work in the high school of Leavenworth, Kansas, has had her salary raised to $900, and the advance was made to date from February 1. Supt. Fitzpatrick, of the Leavenworth schools, resigns, intending to go into business.

Edward Bangs leaves Washburn for Fairbury. His work has been exceptionally successful at Washburn during the last four years. Six boys finished the course this year, five of whom were tuition pupils. The receipts for tuition during the present year have been about $500. The people are extremely sorry to lose him.

Miss Todd, the training teacher of the schools of East Aurora, had charge of the language, reading, and number work in the Boone County Institute. Miss Todd has studied children, and no one knows better how to train teachers in the first steps of teaching. It is a rare privilege for the teachers of Boone county to be brought in contact with one whose success in this line is so universally acknowledged. She has proved that inexperienced teachers are not fit to teach the little ones.—*Ex.*

At a meeting of the township trustees of the Ottawa High School, held in the County Treasurer's room this afternoon, Prof. C. W. Tufts was re-appointed as principal of Ottawa Township High School for the ensuing school year. The action of the board in re-appointing Mr. Tufts is one that will certainly meet with the approval of the friends and patrons of the High School throughout La Salle county. Prof. Tufts' administration for the past four years has demonstrated to the satisfaction of all his peculiar fitness for the position. Beloved alike by pupil and parent he has made friends on every hand, who will rejoice to know that he will preside over Ottawa High School another year.—*Ex.*

At a meeting of the Board of Education last Monday evening to select a superintendent of the city schools for the ensuing year, Prof. J. Hubbard, the present incumbent, was unanimously elected to again fill that position. Mr. Hubbard is thus engaged for the third successive year, and his unanimous re-engagement by the Board is a hearty expression of esteem by the patrons of the school in their representatives. He has ably filled this position for the past two years and has given entire satisfaction The schools under his management are doing better and more efficient work each year, and that they are held in high repute by the young people of the surrounding country, is shown by the fact that during the past year tuition from pupils from abroad has reached to nearly the sum of $500—an amount never before reached in any one year.—*Pontiac Sentinel.*

The following characteristic letter was recently received by Supt. Roberts, of Greene Co.:

SPRINGFIELD, ILL., May 29, '86.

Dear Mr. Roberts:—I have your kind note of May 26, and have this to say in reply: I have been a member—and a very humble one—of the democratic party ever since 1862, and never expected an office; I was content to work with the party whose principles of government were my own. When I was nominated in '82, and was elected State Superintendent, I thought it my duty to accept and to administer the office to the best of my ability. You and the teachers of the State, and, I believe, the citizens generally, say that I have been a faithful, able officer, and, I am sure, am grateful to you and to them for their good opinion. But I left a congenial position and accepted the higher one at a sacrifice to my social and professional interests, in the conviction that I must not be insensible to the honor of presiding over the school interests of our great State I prefer to go home again and to resume my work in a humbler sphere. When there are so many good men in our party who do not consider it a sacrifice to serve the State, I can see no reason why I should be a candidate Let me return to my first love and shape my life as I like it, in preference to an exalted station which allows me no time for the amenities of life. Accept my sincere thanks for your kind and cheering words.

Very cordially yours,

HENRY RAAB.

CHICAGO NOTES.

My Dear Journal:

With the old negro we should sing "Praise and thanks" for the blessings of these modern days of teaching. What "tidings of great joy" come to us in the easy solution of some of our life-long troubles in the school room.

Those old-time sources of anxiety and disgust, "Spelling and correct use of capitals," have become mere bagatelles in school work, and this by direct inspiration to the New Education. Here is a solution for each, given in a certain double-headed journal of (new) education ("*Sic*" *):

"Write the simple rules of punctuation and capitalization on the blackboard in large letters; add, Never spell a word 'incorrectly'."

There, that settles the matter. Why did none of us ever think of it before? Never give spelling lessons; never give *any* lessons on words. How often have we been told in the same paper, "Never let a child spell a word incorrectly." What does "*let*" mean, anyway? What does *nonsense* mean?

Before the Principals' Association this month, Dr. Cronin, a practising physician of the North Side, spoke upon the "Physiology of Breathing, in its Relation to the Voice." At least that was the subject he announced, after telling where he had practiced and to what societies he belongs. Dr. Cronin is handsome, and has a magnificent orotund. He kindly informed the principals that a long list of Greek names of muscles were Latin, and fully described processes which every school boy knows. His denunciation of corsets and stays was emphatic and refreshing. But of his subject, or that part of it "relating to the voice," he said not a word.

After little Mr. Blackman had made a little speech, the meeting adjourned in order to give those present an opportunity to hear State Supt. Raab, who spoke the same day at the Cook County Association. His address was excellent. It was so full of practical suggestions that I can hardly make a synopsis of it. His theme was the "Teaching of English to Children." There was cold comfort in it for routine parsing and analysis.

*A favorite New Education expression.

I was fortunate enough to receive an invitation from one of the members to attend the last meeting of the "Institute of Education," and heard one of the most remarkable addresses to which I have ever listened. Mr. Homer Bevans, of the LaSalle school, was the orator of the day. His subject was "Fitness and Fitting." Without delay he mounted his Pegasus, and shot to the clouds in a whirl of poesy and imagination, cantered about the realms of Philosophy and Evolution, ranged the world of classic and mythological lore, and swept the domains of Brahminism, Zoroasterism, Confucianism, Socratesism, Judaism, and Christianity.

Occasionally the orator dropped a word or sentence that his audience had heard before, as "obedience," "habit," "free-will," "automatic action," etc., but where he landed, or whether he landed at all, the Lord only knows.

After he sat down the audience all sat staring in stupefied amazement at the place where he had stood, until somebody, who recovered first, moved to adjourn. Then the universal question was, "What was he driving at?" and the universal answer was, "Give it up."

Schoolmaster and schoolma'am courtesy was freely shown to Mr. Bevans by several members noisily leaving the room during the reading of his paper, and banging the door behind them.

Last Saturday week we had a jolly time at the Annual Tree-planting, at Normal Park. The tree was planted, speeches were made, and then all repaired to the banquet hall. Toasts were given, and the usual brilliant responses were made. The good Colonel in his response, spoke feelingly of his God-given mission at the Normal School, and made various and sundry of the audience fly wipe the corners of their eyes. Others wished he hadn't done it. There are two tenets in his belief—he thoroughly believes in his mission, and thoroughly believes in himself. Yours truly, X. Y. Z.

CORRESPONDENCE.

COLLEGE GRADUATES AS TEACHERS.

I saw in your January number the statement that in a certain high school in the interior of the State, by vote of the Board, all teachers are to be college graduates. I have looked in vain for some one connected with the school to state the fact that half of the teachers employed in the school are *not* college graduates; that two of them have never been beyond the course of the High School in which they are teaching. I do not know who is responsible for the statement. X.

HYDE PARK, May 10, 1886.

Journal:

Our readers will need to observe that, according to new regulations by the railroads, all principals who wish to avail themselves of the reduced return fare, must have their return certificates signed by the respective station agents, and that we will send such certificates to be signed to anyone who will send a one-cent stamp to pay postage. It would cost us nearly fifty dollars to send certificates out through the State, and we do not feel like incurring the expense.

Yours,

W. H. RAY,
Chairman Com.

DECATUR, May 24, 1886.

Ed. Journal:

The questions for the first annual examination of the members of the Illinois Teachers' Reading Circle are almost ready to be sent out. They will be of such a character that no reader need fear to take the examination, either on account of its difficulty or the labor involved in it. The general plan of the Chautauqua Circle will be followed. It will not be necessary for the teachers to come together in order to take the examination. The great object will be to secure reasonable evidence that the work outlined in the courses of study has been actually read by the applicant. No cramming will be necessary.

County secretaries and superintendents are respectfully requested to inform me how many copies of the questions will be needed in their respective counties.

E. A. GASTMAN, Manager.

STATE NEWS.

The Dixon high school graduated a class of nine, June 4.

The Mt. Vernon schools, W. C. Barnhart, principal, graduated a class of five, May 6.

There were 1,296 teachers employed in the Chicago schools last year, the total enrollment being 79,276, and the average daily attendance being 57,994.

The East and West Side schools at El Paso, under Principals Chaplin and Smedley, respectively, held their commencements together this year. Five girls graduated.

The graduation exercises of the Bement high school were held May 13. A class of nine received diplomas. Much satisfaction is expressed with the work of Mr. C. W. Groves, the principal of the school.

A class of six girls graduated from the Wallace, Sterling, high school, May 28. The Alumni of the second ward school held their annual reunion the same day. One hundred and thirty-two have received its diploma.

The Greenville schools, James C. Burns, superintendent, held their second annual school and industrial exhibit at the close of the school year. About $60 in cash and a large number of diplomas were given as prizes.

The School Board at Lanark received an application for the principalship of their schools from a party who offered his services at $60 a month. The Board promptly replied that they were not hiring sixty-dollar men for that position.

The Southern Association will be held at Du Quoin, August 24–5–6. Among the subjects on the programme are the annual address, by Hon. James P. Slade, President; History of Education in "Egypt," by the venerable B. G. Roots, affectionately known all over Illinois as "Father" Roots; Girl Hygiene, by Drs. Miss Holden and W. T. Maclin; and County Supervision. The Executive Committee is D. B. Parkinson, Carbondale; Geo. L. Guy, Mt. Carmel, and J. C. Burns, Greenville.

The report of James R. Doolittle Jr., ex-president of the Chicago Board of Education, is received. He urges the substitution of steam heating for hot air furnaces, of giving to each room its independent fresh-air supply, and its independent foul-air egress, and of the careful ventilation of basements; he further recommends the addition of two assistant superintendents to the present corps. He calls attention to the astonishing increase in near-sightedness, and urges upon the Board of Education more care in the matter of lighting, and upon publishers more attention to the size of type, method of display, etc. He advocates instruction in drawing, and believes that book-keeping should be taught in grammar grades.

The C class of the Springfield high school gave a novel entertainment, May 13. It was a public review of Barnes' Roman History, and was given in the chapel. The exercises consisted of essays, declamations, tableaux, etc., interspersed with music.

The Oak Park and Ridgeland schools devoted the afternoon of May 14 to exercises in the interests of temperance. There was also in each room an exhibition of children's handiwork, consisting of articles both useful and ornamental, that had been manufactured during the year under the direction of parents and teachers.

There are two literary societies in the Danville high school. They recently held a contest that called public attention to the school in an unusual way. The people are loud in their praises of the manner in which the young people acquitted themselves. If communities in general understood what the high school is really accomplishing, it would be the most popular institution in the country.

The following are some of the Association rates to Topeka and return: From Chicago, $14; Bloomington, $10.90; Danville, $13.10; Decatur, $10.90 Effingham, $11.90; Olney, $13.25; Vandalia, $10 95; St. Louis, $9. Hotel rates are from $1 25 to $2 00 a day. Boarding houses will entertain at $1.00, and private families will open their houses at the same rate. Should any desire to camp out, tents will be furnished to members of the Association free. Rooms should be secured as early as possible. H. C. Larimer, Topeka, will provide accommodations to all who apply. Cards of introduction will be returned so that applicants will know where they are to go on their arrival.

For full information respecting excursions to the Pacific Coast, address Leverett M. Chase, Boston Highlands, Mass.

Supt. Gastman is in receipt of the following letter:

UNIVERSITY OF MICHIGAN,
PRESIDENT'S OFFICE,
ANN ARBOR, May 17, 1886.

Prof. E. A. Gastman, Supt. Schools, Decatur, Ill.:

DEAR SIR—Our faculty, after hearing the report of their committee, have voted to receive the graduates of your school for three years to all courses without re-examination. We understand explicitly that the diplomas of students you send to us are meant to certify that they have fulfilled our requirements for admission.

The faculty desire that the review in Geometry and Algebra, of which I spoke, should be made during the last year of the course.

I beg to congratulate you and your associates on the excellent condition of your school in general.

Yours very truly,

JAMES B. ANGELL.

Dr. Angell and Prof. Mark Harrington, comprise the committee. Their decision is a proper recognition of the excellence of the school. In a recent visit we were strongly impressed with the size of the school and the character of the young men and young women in attendance. Nineteen finished the course this year. No other system in the State finds so large a proportion of its pupils in the high school grade.

Programme of the annual meeting of the Illinois State Principals' Association, to be held at Danville, July 1st and 2d, 1886: Thursday, 10:00 a. m., Prayer; Address of Welcome, Hon. E. R E. Kimbrough, member of Board of Education, Danville; Address of President, B. L. Dodge, Oak Park; Appointment of Committees and Business. 2:00 p. m., Carnivorous Plants, John M. Coulter, Professor of Botany, Wabash College, Crawfordsville, Ind.; Discussion, led by I. L. Betzer, Mattoon. 3:00 p. m., The True and the False in Education, J. P. Blanton, LL. D., Professor State Normal School, Kirksville, Mo.; Discussion, led by Wm. Jenkins, Mendota. Friday, 9:00 a. m., The Educational Demand, F. R. Feitshans, Springfield; Discussion, led by A. J. Blanchard, Sycamore. 11:00 a. m., Election of Officers; Business. 2:00 p m., The Relation Between the Material of Culture and the Work of Culture, Hon Henry Raab, State Superintendent Public Instruction, Illinois; Discussion, led by Alfred Harvey, Paris, and E. W. Chase, Waukegan. 8:00 p. m , Moral Training, E. E. White, LL. D., Cincinnati, O.; Discussion, led by S. G. Burdick, Centralia. Officers for 1885–6: President, B. L. Dodge, Oak Park; Vice-President, Sarah E. Raymond, Bloomington; Recording Secretary, L. T. Regan, Morris; R. R. Secretary, F. M. McKay, Chicago; Treasurer, J. W. Gibson, Decatur. Executive Committee: W. H. Ray, Hyde Park; J. W. Layne, Danville; B. B. Lakin, Streator. Hotel and railroad accommodations: All railroads centering in Danville will give the rate of one-third full fare for the return trip to all members of the Association. The Illinois Central railroad offers similar reductions. The Arlington and Ætna Houses will entertain members of the Association at $1.50 to $2.00 per day; the Tremont House at $1.50 per day.

Notice the communication in "Correspondence" from Chairman Ray.

WARREN COUNTY.

A Reading Circle of several members has been organized at Greenbush.

Quite a number of the schools of the county will prepare miscellaneous work for the fair; a creditable exhibit is expected.

Our summer Normal will continue from August 9 to August 22 under charge of Prof. J. C. Paul, Prof. Old, and a third, not yet definitely settled.

G. H. Wallace, M. D , lately elected director in Monmouth, purposes visiting each school-room in the city before the close of the present school year.

The candidates for County Superintendent at the coming election, are beginning to make their appearance, but none very prominently as yet. The names of several excellent educators have been mentioned in this connection.

PERRY COUNTY.

All the winter terms are closed, and many of the spring terms.

"Father" Roots is visiting his sons, Logan H. and P. K., in Arkansas.

Capt. Scott, representing Van Antwerp, Bragg & Co., graciously smiled upon us a few weeks ago.

Messrs. L. E. Harriss, C. H. Wells, and Charles Wills and Miss Maud Harriss, are attending at Normal while quite a delegation is at Carbondale.

The third commencement exercise of the Du Quoin High School occured Friday evening, May 14. Prof. Bishop has done good work there the past year.

The manual furnished free by the County Superintendent did a world of good last year. His examinations, based upon the manual, were highly beneficial and much appreciated.

It has been a long time since Perry County has been heard from, so I may be pardoned if I write more than usual. We all like THE JOURNAL, and at every meeting "Father" Roots and Supt. Anderson speak of its value.

The teachers of this county extend a cordial welcome to every teacher in the State to attend the meeting of the Southern Illinois Teachers' Association, to be held at Du Quoin, Aug. 24, 25, and 26 next. This promises to be one of the most important meetings in the State.

Quite a number of the teachers of the county are employed for next year, and in most instances so far at an increased salary Prof. McMeen is employed as principal at Tamaroa, and Prof. Johnson at Steelesville, both at $75, being an increase of $15 per month over last year's wages.

The Seventeenth Annual Institute will convene July 26, and continue four weeks. Prof. H. M. Anderson, of Clayton, has been unanimously chosen by a committee of teachers to assist the superintendent. Miss Sarah Heape will conduct the country school, which was a prominent feature of the last three institutes in this county.

Our teachers, during the three years just past, have met each month and discussed many valuable topics. This year these meetings have been more beneficial than ever. County Supt. Dapprich, of St. Clair county, Dr. Allyn, Profs. Hull and Parkinson, of the Southern Normal, and Wood, of DeSoto, have all been present, and rendered us much aid. Dr. Allyn delivered an evening lecture.

For a time we were troubled to know whom we would run for County Superintendent, as not a word would Supt. Anderson say; but he has at last given us to understand that he will "run" again, and we feel easy. He is the man for the place. During his term the interest in schools has more than doubled. The institute has grown in worth and attendance, the County Association was organized by him, salaries have advanced on an average $4 per month, a manual has been adopted, and regular monthly examinations have been introduced.

J.

MERCER COUNTY.

Miss Della McWhorter has been promoted to the grammar department in the New Boston school.

The work of Hon. Henry Raab, has proven very satisfactory to the teachers in this part of the State.

Frank Wantland and his full corps of teachers, have again been employed for the coming year in the Viola school.

The Aledo school closed May 13. The graduating class consisted of four boys and four girls. We are informed Prof. Alex. Stevens, principal, will remain another year, making his tenth term in Aledo.

The New Windsor school closed May 13. Prof. Cockland, although only one year in the county, has proved himself an able worker, and the teachers of Mercer will be pleased to know that he has been retained another year.

Miss Minnie McKinney, the New Boston primary teacher, although urged by board and patrons to remain, has gone to Kansas, where she has a land claim. Miss Luthy, of Col. Parker's Normal school, will take her place.

The office of County Superintendent for the coming term is, at present, attracting the attention of the teachers of this county. The name of J. A. Goding, the present incumbent, is mentioned by his many friends, and K. M. Whitham, who, for the past three years, has done such grand work in the Keithsburg school, will be presented by his many admirers.

B.

M'LEAN COUNTY.

The rural districts are all supplied with teachers for the spring, and are in running order.

W. H. Chamberlin has been retained at LeRoy for the coming school year, at a salary of $1,000.

It has been found necessary to employ three teachers for each of these village schools in the future.

Quite a number of the McLean County teachers started to the Normal this spring. It is a step in the right direction.

The good citizens in the village of Danvers voted to build a four thousand dollar school house, while in Stanford, they voted $1,000 to build an addition to the house they now have.

KENDALL COUNTY.

Supt. Duffy is already planning a two-weeks' institute to be held at Plano in July. Mr. Duffy, in addition to his work as superintendent, has charge of the Plano schools, and finds his time fully occupied.

Yorkville needs a new school building badly, having outgrown the old ones, of which there are two. It was found necessary to remove the high school department to a hall on the business street. Unfortunately, the town is divided by the Fox river, and each side wants the new building.

Oswego is rejoicing in the possession of a fine, new, brick building—something long needed, but not built till a fire removed the old one and made it impossible to longer postpone building the new. Prof. McFarlane has had charge of the school for the past four years, and is regarded as a very able instructor.

Kendall, although one of the small counties of the State, is striving to keep up with her larger sisters in educational matters. A Teachers' Reading Circle was organized last November by Supt. Duffy, with W. McFarlane, of Oswego, A. D. Curran, of Bristol Station, and J. N. Wayman, of Yorkville, as managers. Very interesting meetings have been held once a month, and a good degree of interest has been manifested in the work. The Circle has been a great benefit to the members, not only in the knowledge gained in the branches studied, but in enabling the teachers to become acquainted with one another, and to exchange ideas on certain points pertaining to school work.

M'DONOUGH COUNTY.

Tennessee is to have a lady principal this summer.

Prof. Grider, of the Grider's Academy, has closed his school for the present on account of poor health.

Bardolph, Bushnell, Good Hope, Sciota, and Colchester schools are reported as being in a flourishing condition.

Blandinsville experienced almost a failure last winter, caused by the board selecting inexperienced teachers for the higher grades.

McDonough county has a *School Journal*, edited by Profs. Whitley and Oakman, both of whom stand high in our educational circles, Prof. Whitly being principal of the McDonough County Normal, and Prof. Oakman the efficient principal of Colchester schools.

Prof. Dudman has given us the best grade of teachers we have ever had, and it is only due to him that we say he is the best county superintendent we have ever had. Last winter he suceeeded in visiting every school in the county, and he reports the schools in good condition.

EDGAR COUNTY.

As usual in the rural districts the experienced and better qualified teachers of the winter terms were succeeded by the inexperienced and less thoroughly qualified for the summer terms, which are thus not only deprived of the skill of the experienced teacher, but are hindered by the work of reorganization and want of acquaintance with the various dispositions intrusted to his care. Many schools, paying $50 during the winter terms, are filled with immature boys and girls during the summer terms at half that rate, and the district boards almost compel the superintendent to license such for this special purpose. This practice, however, is not so common as formerly, and our superintendent has expressed his determination to discontinue it.

Our teachers' meetings have been somewhat interesting, though less frequent than last winter. One, held recently in the town of Kansas, was favored by the presence of Supt. Stewart, Prof. A. Harvey, of Paris, and several other distinguished educators. Among the exer-

cises was one in geography by Miss Zona Baber, of Pleasant Hill, in which she drilled a class in molding (in sand) the continent of South America, from a relief map in plaster of Paris, showing the relative height of mountains, table-lands, etc. This was followed by a series of tracing lessons, in which the natural features, vegetation, animals, etc., were discussed by the class, making in all a very interesting and instructive exercise. She took her class from the map to the real scenes; from the grassy plains to the deep tangled forests, teeming with myriads of wild beasts, and birds of varied and brilliant plumage; from the low valleys up the rugged mountain-sides to their snow-capped summits. On the table-lands we saw the waving grain, fruits, etc., which reminded us of our own climate. In the valleys we plucked the tropical fruits, saw the India rubber tree, saw them gather leaves from which to make indigo, and strip the Peruvia, or cinchona, tree of its bark. Now we took a stroll through the coffee plantations, plucked from the bushes, as we passed, pods containing the veritable Rio coffee so familiar to us. Then we gathered diamonds from the bottoms of streams; and, when the class was dismissed, we could hardly realize that we had only been listening to a recitation in geography. J. E.

WHITESIDE COUNTY.

There was more school visitation by teachers who had vacation in the spring, this year than ever before. The leven is working.

The Rock River Express, a new paper recently started in Sterling, is devoted to the prohibition of the rum traffic and runs an educational column. All hail to the *Express!*

Closing school exercises, fair work, and engagement for next year, are important questions just now. The Second Ward School Board has taken the children out of the cellar. All other boards should do likewise. We have one teacher in Whiteside who has taught longer in one place than any other teacher in the State—Miss Sadie Patterson, of Third Ward, Sterling.

Thomas Diller has bought the second-hand books and school supply business of W. W. Knowles, in Sterling. Mr. Knowles has accepted the western agency for the the publication of E. L. Kellogg & Co., and is located in Chicago, 315 Wabash avenue, where he will be glad at any time to see his friends or any one wishing anything in his line.

Our county still moves, and in the right direction. The Central Examinations were participated in by 393 pupils, 52 of whom passed an average of over 85 per cent and are admitted to the final examination. Of the final pupils 30 are girls, showing that at the present time the girls have the start so far as school work is concerned at least.

The superintendent has been commended for the fairness with which he prosecuted this work; but the experience of this year has indicated a few points upon which he can improve another year. The "new plan" is working good for our county. W. W. K.

PUBLISHERS' NOTES.

For larger salaries, or change of location, address Teachers' Co-operative Association, 170 State St., Chicago, Ill. ORVILLE BREWER, Manager.

TEACHERS desiring summer work on a guaranteed salary will do well to correspond with LAW, KING & LAW, Chicago, Ill.

Young men and women should not let the opportunity pass to get a thorough, practical education at H. B. Bryant's Chicago Business College. It will always come in play, no matter what the duties to be performed are.

WANTED, in every town, an intelligent lady of business experience, to introduce a work of necessity. Good pay to the right party. Profitable vacation work for teachers. Sanitary Pub. Co., 161 LaSalle St., Chicago.

The Brockway Teachers' Agency, advertised in our columns, has the cordial endorsement of Supt Howland, of Chicago, Prof. Phelps, of Winona, Gen. Elliot, Springfield, and others. THE JOURNAL is glad to add its cordial endorsement. Teachers and school officers may be sure of the most honorable treatment.

Maxwell & Co. have removed to Chicago, but they left their old store behind them, and R. C. Rogers & Co., their successors, can fill any order for goods in their line. If you want a book that your dealers can't supply, write Rogers & Co., and get it by an early mail. Students, drop in and see the opportunity for bargains. North Side Court-House Square, Bloomington.

BOOKS SENT POSTPAID.

Hewett's Pedagogy, $1.07; Cook's Arithmetic, .60; Haynie's Grammar, .56; Seymour's Simple Dissections, .20; Metcalf & DeGarmo's Dictionary Work, .27; Miss Kennedy's Observation Schemes, .25; Gillan's Lessons in Mathematical Geography, .15; McCormick's Practical Work in Geography, $1. Special rates by quantities. Introduction prices on all text-books. Correspondence invited. NORMAL BOOK AND NEWS CO., Normal, Ill

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WILL BE READY JULY 1, 1886.

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They are made especially to meet the requirements of legislation in the different States on the subject of temperance. Wait and examine these before you purchase any Anatomical Charts.

W. A. OLMSTED, Publisher,
178 Wabash Ave., CHICAGO

SUMMER INSTITUTES.

COUNTIES.	TOWNS.	DATES.	CONDUCTORS.	ASSISTANTS.
Bureau	Princeton	Aug. 9—Aug. 20	Co. Superintendent.	Dr. Richard Edwards, Abbie G. Hall, S. M. Inglis, C. A. Smith, E. Saidee Hughes, Geo. E. Little.
Carroll	Lanark	Aug. 23—Aug. 27	Geo. C. Mastin	J. H. Ely, F. T. Oldt, and others.
Cass	Virginia	June 21—July 17	A. L. Anderson	Joseph Trenchard, S. B. Roach.
Champaign	Champaign	Aug. 2—Aug. 20	Co. Superintendent.	J. W. Hays, M. Moore, A. L. Starr.
Clinton	Carlyle	June 7—June 11	J. C. Burns	L. Messick, J. H. Brownlee.
Coles	Charleston	July 12—July 16	Co. Superintendent.	E. J. Hoenshel, W. F. Baker, I. L. Betzer, T. H. Haney, L. H. Galbraith.
Cook	Normal Park	July 3—July 10	Co. Superintendent.	Col. Parker, O. T. Bright, Mrs. E. F. Young, H. E. Holt.
Crawford	Robinson	July 19	A. Harvey	L. E. Murray, H. O. Hiser.
Cumberland	Toledo	August 16	A. Harvey	
De Kalb	Sandwich	August 16	Co. Superintendent.	G. E. Knepper, W. H. Ray, Sarah C. Brooks, E. Sanford, J. Lucas.
Du Page	Wheaton	Aug. 17—Aug. 27	Co. Superintendent.	J. W. Gibson, Emma J. Todd.
Edgar	Paris	Aug. 2—Aug. 21	D. T. Stewart	C. I. Parker, John Trainer, James H. Brownlee.
Edwards	Albion	Aug. 6—Aug. 17	John Hull.	
Effingham	Effingham	July 26	J. A. Arnold	
Fayette	Vandalia	June 21—July 29	Thos. W. Hart	H. B. Tarbet, D. C. Brown, J. P. Bolin.
Ford	Paxton	July 12—July 24	Co. Superintendent.	A. C. Rishel, B. F. Hull, F. E. Bowney.
Franklin	Benton	Aug. 9—Aug. 13	R. D. Swain	D. R. Webb, S. B. Whittington.
Fulton	Lewistown	July 19—July 31	Co. Superintendent.	H. L. Boltwood, E. A. Gastman, W. L. Steele, R. R. Reeder, Mrs. J. W. Bowles.
Hamilton	McLeansboro	July 10—Aug. 10	Co. Superintendent.	
Hancock	Carthage	Aug. 2—Aug. 14	S. W. Layton	Geo. Selby, W. Symmonds, E. Bangs, Lottie Jones.
Hardin	Elizabethtown	Aug. 16—Aug. 21	D. B. Parkinson	County Superintendent.
Henderson	Biggsville	Aug. 2—Aug. 9	S. Y. Gillan	Mary Hartmann.
Henry	Geneseo	June 21—June 25	Co. Superintendent.	Charles Riley, A. L. Atwood, A. G. Smith, D. R. Michener, J. McClanahan.
Iroquois	Watseka	July 19—Ang. 13	S. Y. Gillan	J. T. Corlew, S. S. Parr, Henry Rulison.
Jasper	Newton	July 12—Aug. 20	Co. Superintendent.	W. W. Carnes, N. S. Scovell, H. W. Louis, Sylvia Sherman, Bruce Moffitt.
Jefferson	Mt. Vernon		W. C. Barnhart	John Byrne.
Jo Daviess	Warren	Aug. 9—Aug. 20	A. R. Sabin	H. L. Boltwood, O. P. Bostwick, D. Needham.
Johnson	Vienna	Aug. 2—Aug. 13	D. B. Parkinson	
Kane	Geneva	July 19—July 30	Co. Superintendent.	F. H. Hall, and others.
Kankakee	Kankakee	Aug. 16—Aug. 27	L. W. Dye	Leslie Lewis, F. N. Tracy.
Knox	Galesburg	Aug. 2—Aug. 13	M. Andrews	Geo. E. Knepper, W. L. Steele, F. Lillian Taylor.
Lake	Waukegan	August	Co. Superintendent.	
Lee	Dixon	July 26—Aug. 13	Co. Superintendent.	Leslie Lewis, E. C. Webster, John T. Bowles.
Logan	Lincoln	Aug. 9—Aug. 20	Co. Superintendent.	
McDonough	Macomb	August 23	T. J. Dudman	W. W. Carnes, S. F. Hall.
McHenry	Woodstock	Aug. 16—Aug. 28	Lester Barber	F. H. Hall, J. H. Freeman, S. B. Hursh.
McLean	Bloomington	July 5—July 23	Co. Superintendent.	John W. Cook, M. L. Seymour, Henry McCormick, Robert McCay, Mrs. A. S. Miller.
Macon	Decatur	Aug. 17—Aug. 28	Co. Superintendent.	S. Y. Gillan, and others.
Macoupin	Carlinville	July 19	J. Pike, O. S. Cook.	
Madison	Edwardsville	Aug. 2—Aug. 20	G. F. Miner	Jas. S. Stevenson, R. A. Haight, James Squires.
Marion	Salem	July 26—Aug. 20	Alfred Kirk	
Marshall	Henry	June 28—July 10	Co. Superintendent.	H. J. Barton, Geo. W. Parker, O. R. Trowbridge.
Massac	Metropolis	Aug. 9—Aug. 14	R. R. Reeder	County Superintendent, and others.
Monroe	Columbia	July 12—July 17	Francis Cook	Isaac H. Brown.
Moultrie	Sullivan	July 26—Aug. 27	Co. Superintendent.	John Wilkinson, B. F. McClelland.
Ogle	Oregon	Aug. 2—Aug. 13	Co. Superintendent.	Emma J. Todd, Carrie R. Veasie, S. B. Wadsworth, J. W. Jenks, Elmer Sanford.
Peoria	Peoria	June 28—July 2	Co. Superintendent.	John W. Cook, O. T. Bright, N. C. Dougherty, A. W. Beasley, J. W. Jenks.
Perry	Pinckneyville	July 26—Aug. 20	R. B. Anderson	H. M. Anderson.
Piatt	Monticello	June 28—July 9	Co. Superintendent.	Geo. N. Snapp, C. W. Groves, W. R. Humphrey, F. V. Dilatush.
Pike	Pittsfield	July 26—Aug. 20	R. M. Hitch	N. A. Harvey, Geo. F. Gagon, J. D. Hess.
Pope	Golconda	Aug. 16—Aug. 20	R. R. Reeder	County Superintendent, and others.
Pulaski	Mound City	June 14	W. C. Barnhart	County Superintendent, aad others.
Randolph	Sparta	July 26—Aug. 20	J. Stevenson, J. W. Ewing.	S. B. Hood.
Richland	Olney	Aug. 2—Aug. 27	Co. Superintendent.	J. H. Brownlee, O. J. Bainum, Henry Shryock, C. S. Mace.
Rock Island	Rock Island	July 19—July 30	David Felmley	W. H. Hatch, W. S. Mack.
St. Clair	Belleville	July 5—July 16	Leslie Lewis	H. W. Brua, H. D. Updike, H. J. Klein.
Sangamon	Springfield	June 28—July 10	Co. Superintendent.	
Schuyler	Rushville	July 26—Aug. 20	Co. Superintendent.	
Shelby	Shelbyville	July 19—Aug. 13	Co. Superintendent.	C. L. Howard, J. M. Dickson.
Stephenson				Holds joint institute with Carroll.
Tazewell	Pekin	Aug. 9—Aug. 20	Co. Superintendent.	S. Y. Gillan, J. H. Tear, Miss Mary J. Gillan.
Vermilion	Danville	July 26—Aug. 13	J. D. Benedict	Dr. Richard Edwards, J. W. Layne, Josesh Carter, John Trainer, H. W. Flanegin, Lottie Jones.
Wabash	Mt. Carmel	July 26—Aug. 20	Co. Superintendent.	G. L. Guy, J. W. Heninger.
Warren	Monmouth	Aug. 9—Aug. 20	J. C. Paul	
Washington	Nashville	July 26—Aug 21	Paul Peltier	A. J. McDonough, N. C. Anderson.
White	Carmi	Aug. 9—Aug. 20	C. P. White	John Hull, Lottie E. Jones.
Whiteside	Morrison	Aug. 2—Aug. 13	B. F. Hendricks	
Will	Joliet	August 16	Co. Superintendent.	J. W. Cook, H. McCormick, C. C. Curtiss, Mrs. J. E. Henderson.
Winnebago	Rockford	July 5—July 16	C. J. Kinnie	P. R. Walker, Miss Emma J. Todd, George Selby.
Woodford	Eureka	July 5—July 16	Co. Superintendent.	Richard Edwards, W. H. Ray, Edward Bangs, Miss Lottie Jones.

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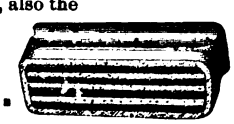
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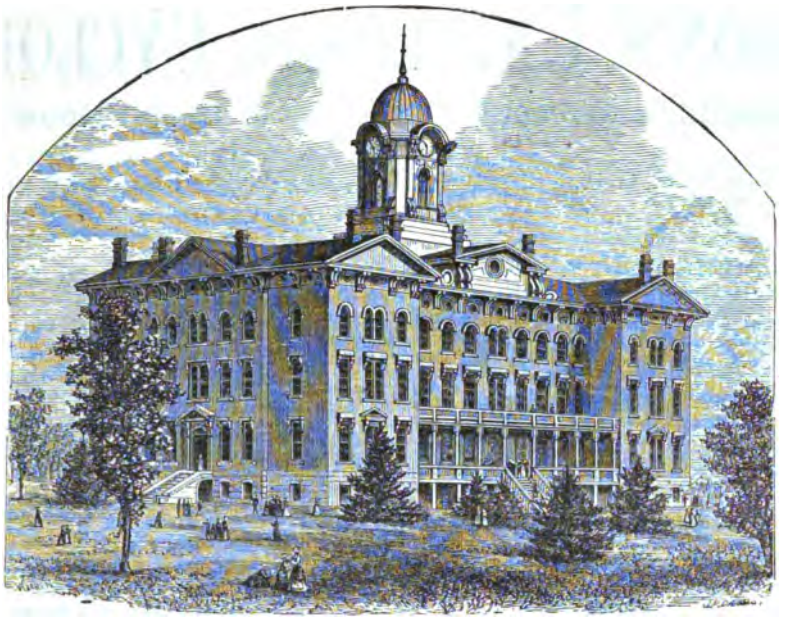
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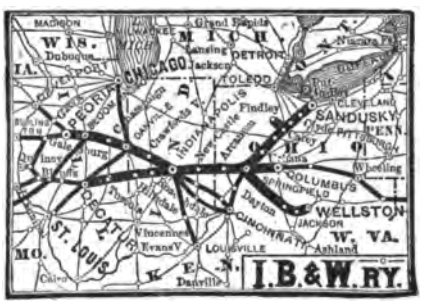
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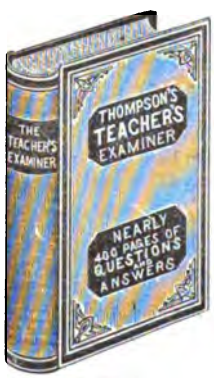
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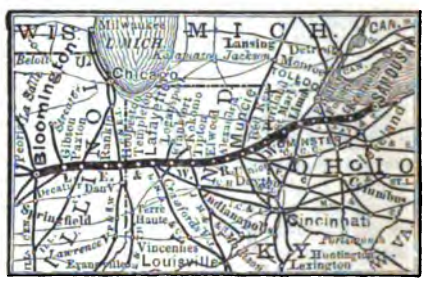
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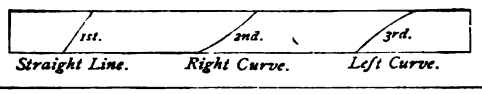
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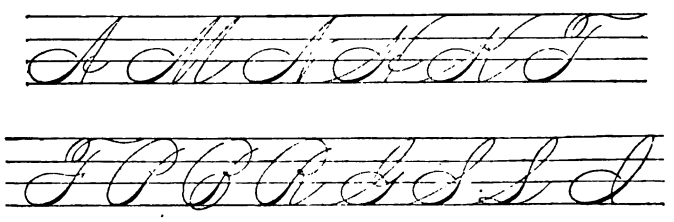
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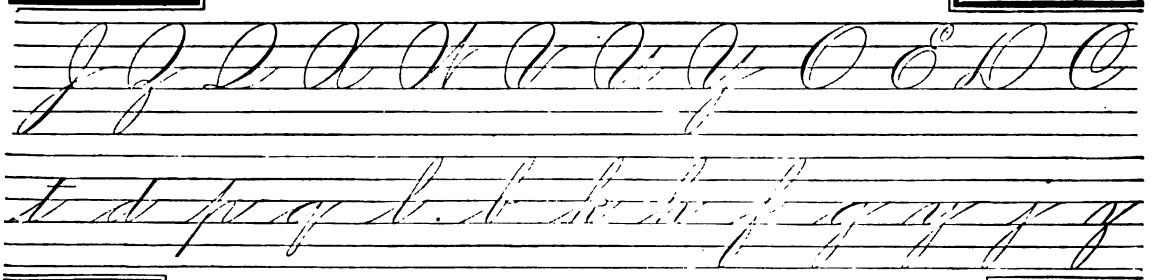


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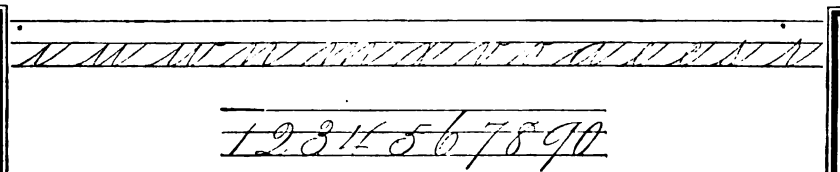
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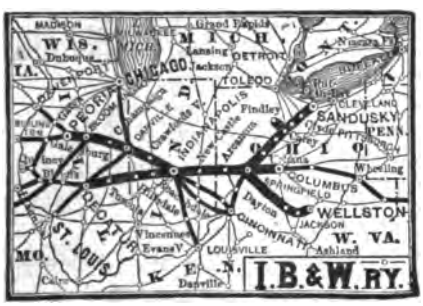
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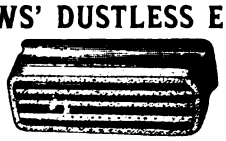
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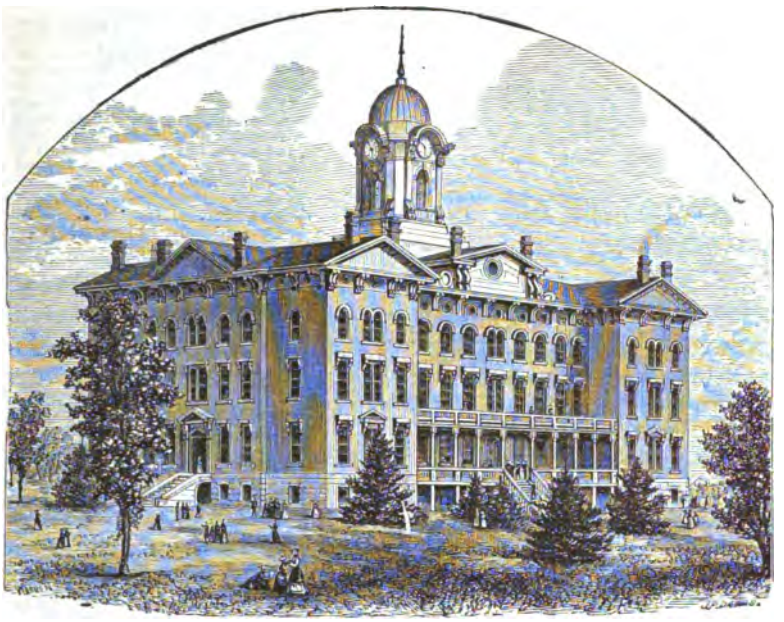
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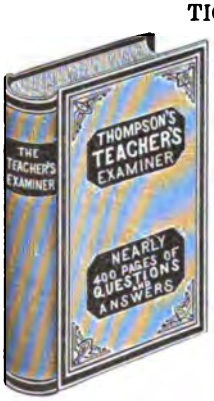
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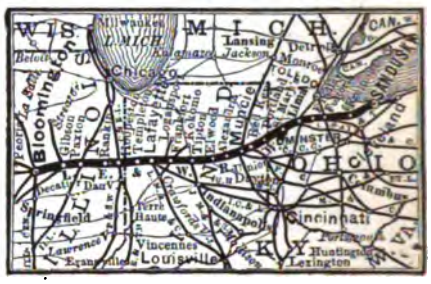
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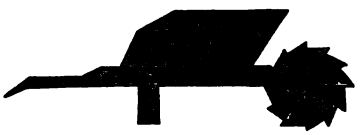
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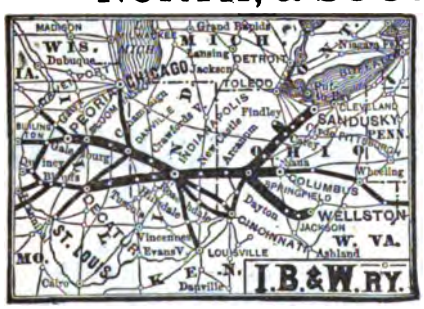
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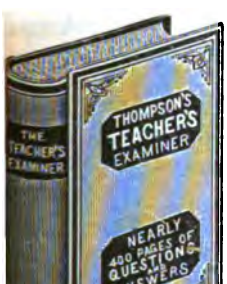
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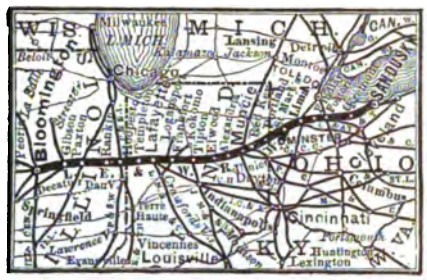
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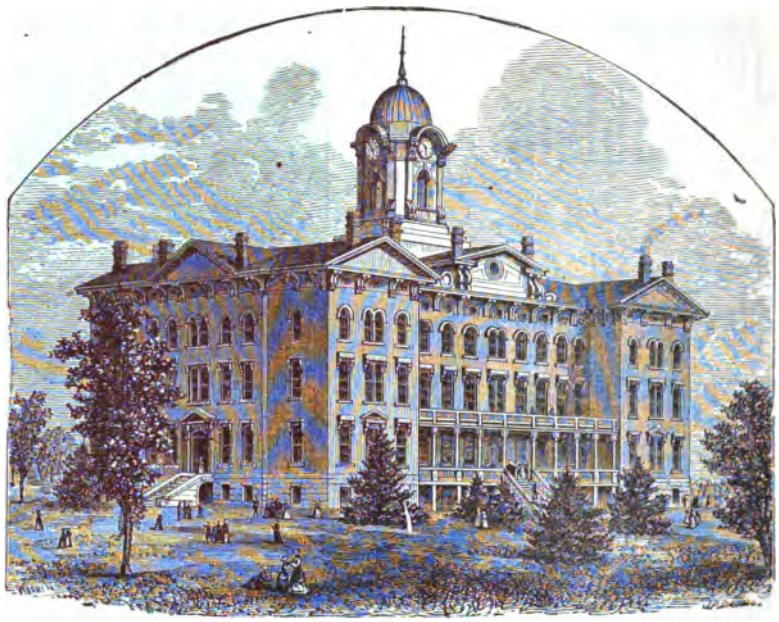
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11.55 a m	11.55 p m	Buffalo.....	2.40 p m	3.30 a m
6.40 p m	6.30 a m	Cleveland	8.20 a m	10.00 p m
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11.30 p m	10.55 a m	Baltimore.....	8.15 a m	6.45 p m
3.10 a m	3.40 p m	Harrisburg.....	4.45 a m	3.20 p m
12.55 p m	11.15 p m	Pittsburg.....	7.35 p m	5.30 a m
8.10 p m	6.25 a m	Crestline.....	11.57 a m	8.50 p m
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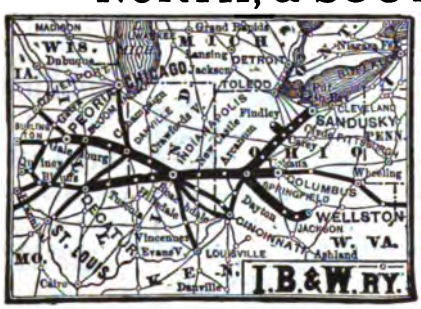
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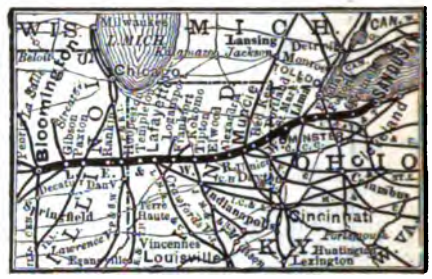
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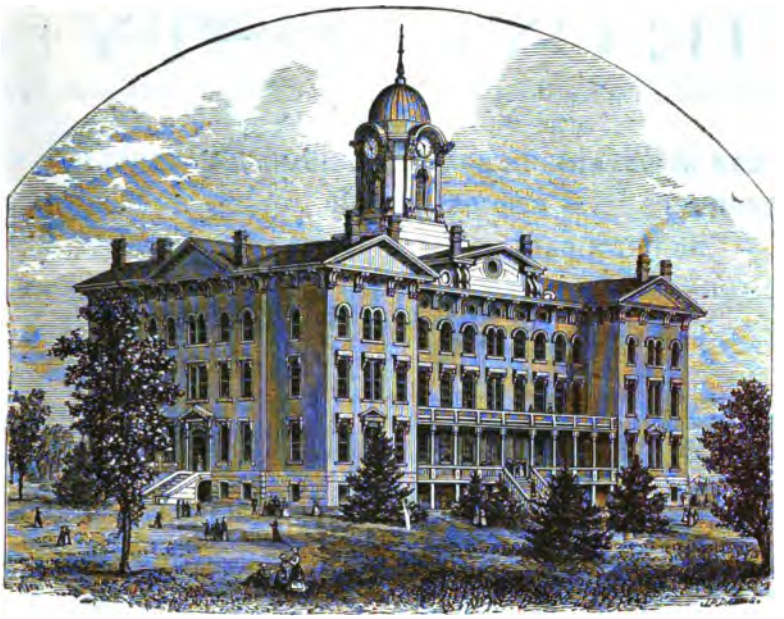
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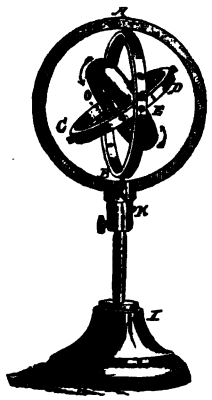
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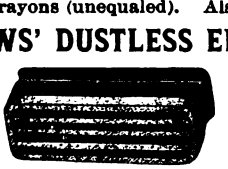
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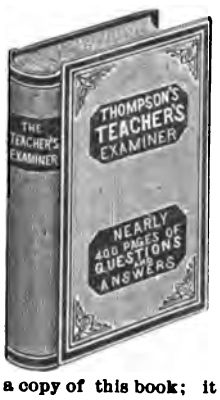
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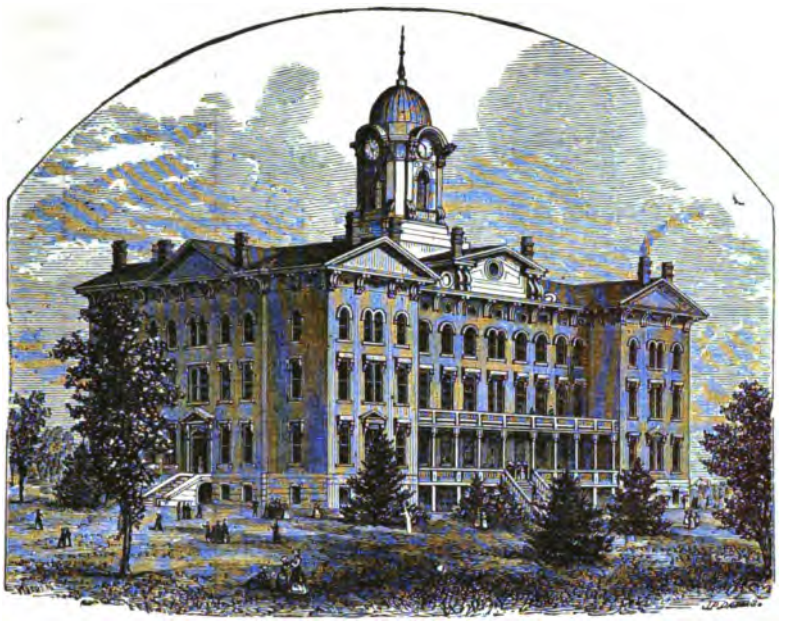
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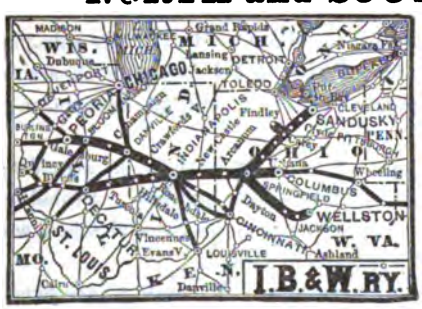
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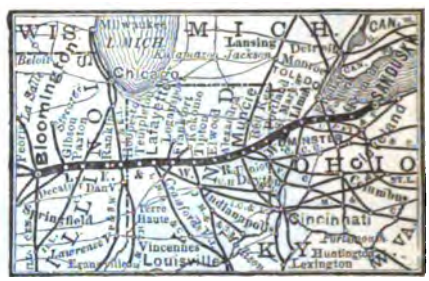
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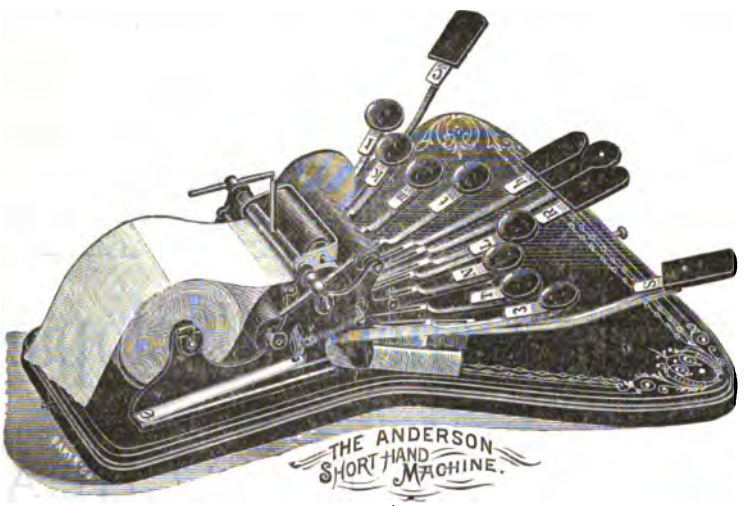
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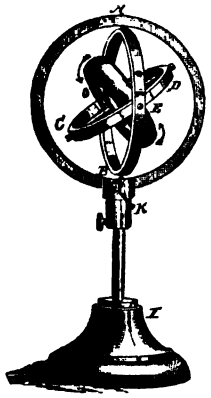
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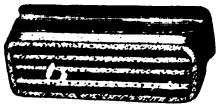
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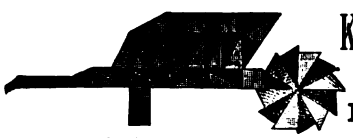
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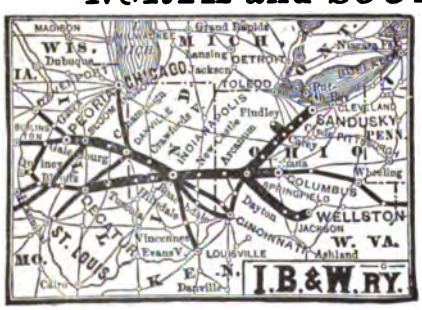
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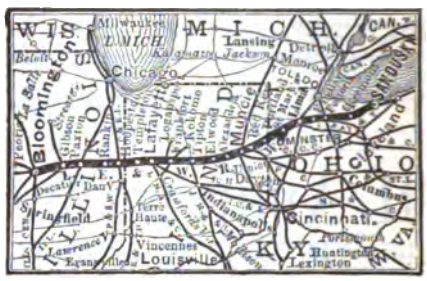
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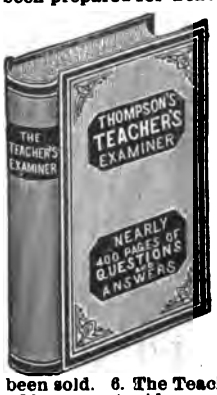
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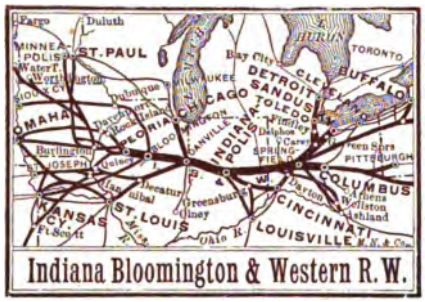
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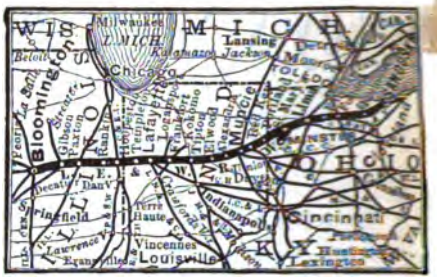
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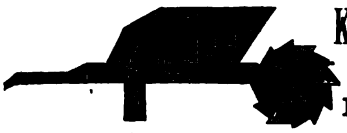
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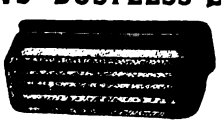


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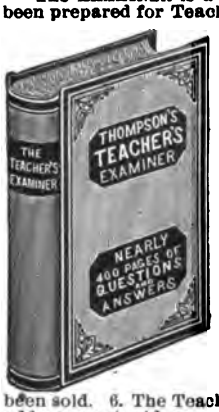
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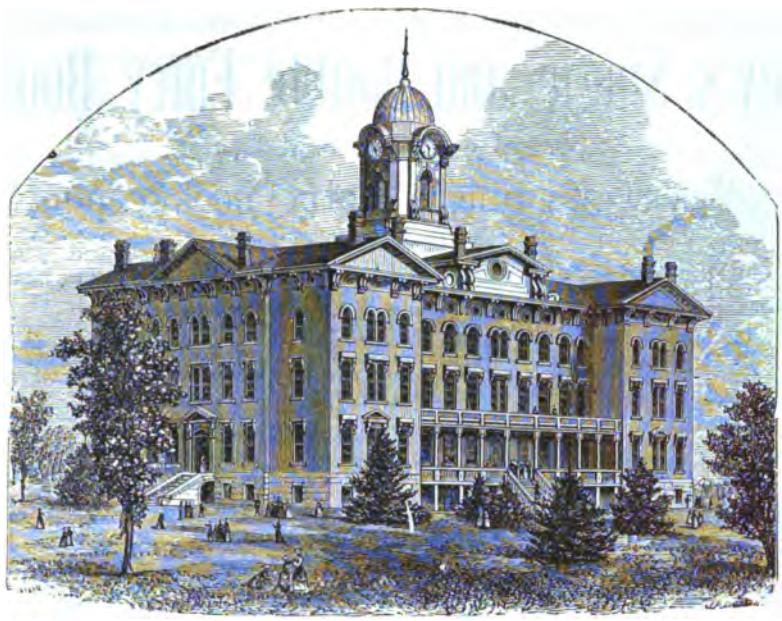
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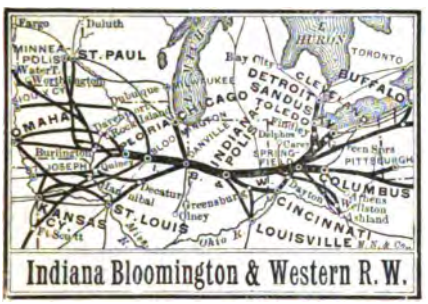
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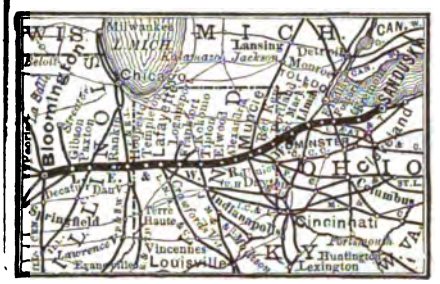
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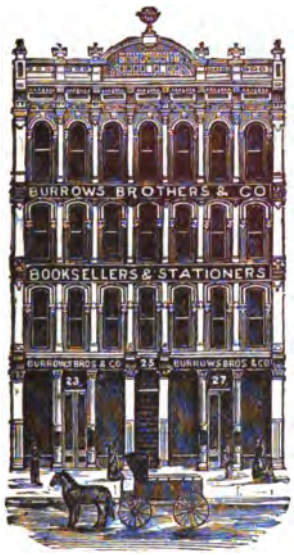
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PAPERS AND DISCUSSIONS.—It is the desire of the Committee that the papers shall not exceed the limits of time fixed by the program. Those who are named to take part in the discussions will be allowed fifteen minutes each, and in all cases where time will permit, the subjects will be open for general discussion, free to all members of the Association; but those who speak in general discussions will be limited to five minutes each, unless it be otherwise ordered by vote of the Association.

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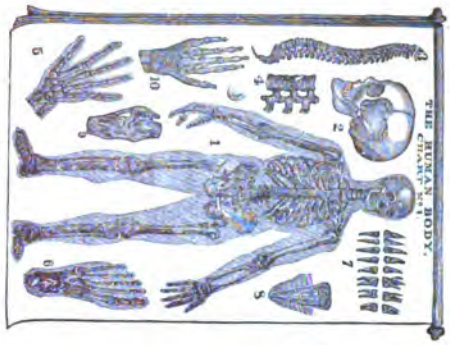
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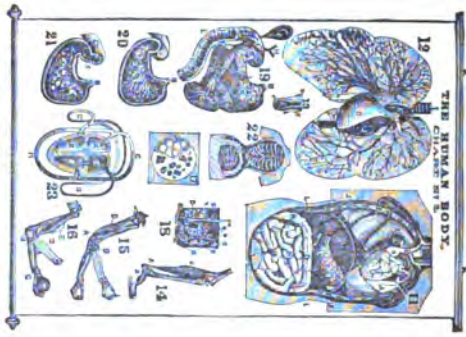
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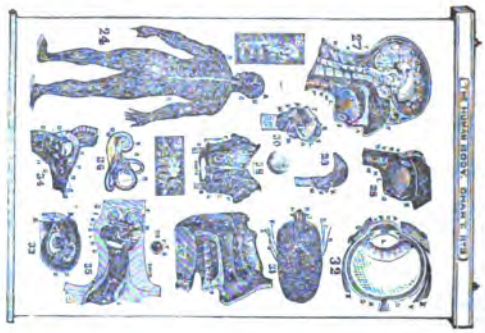
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WASHINGTON, D C
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JOHN W. COOK and R. R. REEDER,

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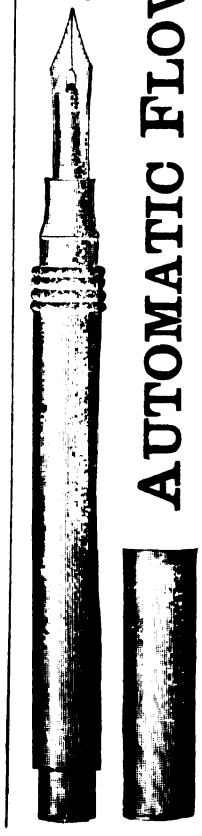
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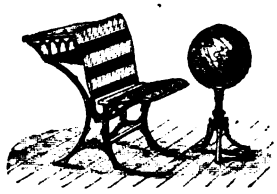
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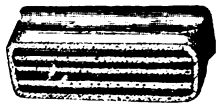
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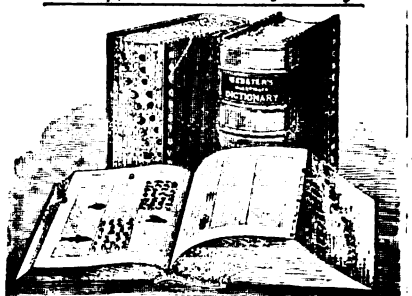
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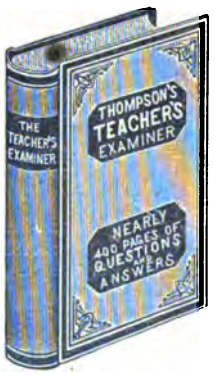
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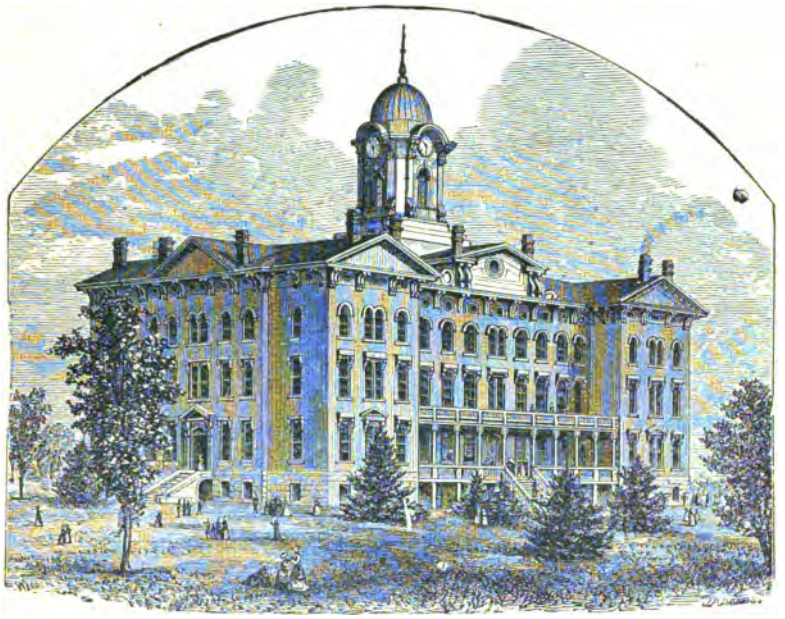
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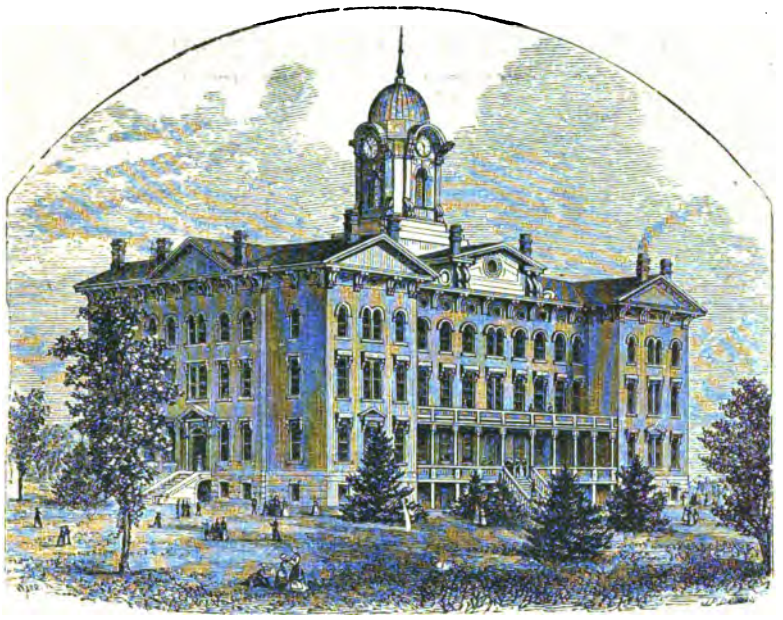
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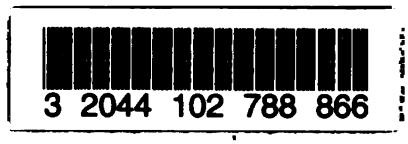
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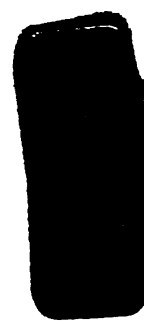
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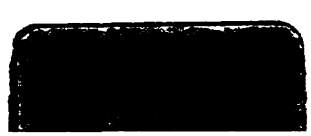
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